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Effectiveness of Administrative Services in SMK Negeri 1 Kakas

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Abstract. This study aims to describe and analyze the effectiveness of administrative services at SMK Negeri 1 Kakas. Academic administration services at SMK Negeri 1 Kakas are carried out based on procedures and technical guidelines from the Directorate of Vocational High Schools (SMK), Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology. These services include managing student and teacher data, preparing lesson schedules, archiving important documents, and administration related to academic activities such as legalization of diplomas, administration of field work practices, and skills competency tests. The research method used is descriptive qualitative with data collection techniques through direct interviews with informants involved in academic administration services and service users. The results showed that academic administration services at SMK Negeri 1 Kakas have not been effective. Some of the influencing factors include uncoordinated procedures and division of academic administration tasks due to weak communication between administrative staff, the process of working on academic administration which is still manual so that it takes a long time, and the high workload which often causes errors or negligence in completing the administration. In addition, the facilities and infrastructure supporting academic administration services are also inadequate, characterized by limited computer equipment and printers that function properly. Currently, there is only one laptop, one computer, and one printer that can still be used optimally, while other devices are in poor condition. In terms of human resources, the number of academic administration staff is also very limited and not proportional to the workload of academic administration in a fairly dense and complex SMK environment, so ideally more than two administrative staff are needed to support the smooth running of services. This study recommends the need to improve the quality of coordination between administrative staff, modernize digital-based academic administration systems, add adequate infrastructure, and adjust the number of administrative staff according to the ideal needs of vocational schools. Thus, it is expected that academic administration services at SMK Negeri 1 Kakas can run more effectively, efficiently, and be able to accommodate the academic needs of schools quickly, precisely, and professionally.

Keywords. Effectiveness, Academic Administration Services, Educational Administration, Vocational High School

A. INTRODUCTION

According to Law Number 25 of 2009 concerning Public Services, public service is an activity or series of activities in order to fulfill service needs in accordance with statutory

regulations for every citizen and resident for goods, services, and / or administrative services provided by public service providers (Pangkey & Rantung, 2023) [1]. The intended public service provider is every institution of state administrators, corporations, independent institutions established under public activity laws, and other legal entities established solely for public service activities (Muhartono, 2018) [2].

Academic administration services are one of the important aspects in supporting the success of the education process in schools, especially in Vocational High Schools (SMK) (Somawijaya, 2021) [3]. SMK has a very strategic role in preparing students to face the world of work with relevant and competitive skills. Therefore, effective and efficient academic administration services are needed to ensure the smooth running of the education process and meet the administrative needs of both students, teachers, and the school (Nurussalami, 2021) [4].

In carrying out its duties at SMK Negeri 1 Kakas, it refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2019 concerning Organizational Guidelines and Work Procedures for Primary and Secondary Education Units. In Chapter I in Article 1 Number 1 states that Education Unit is a group of educational services that organize education in formal, non-formal, and informal channels at every level and type of education, Number 3 states that Secondary Education is the level of education in the formal education sector which is a continuation of basic education, in the form of senior high school, madrasah aliyah (MA), vocational high school, and madrasah aliyah kejuruan (MAK) or other equivalent forms [5].

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2019 concerning Guidelines for the Organization and Work Procedures of Primary and Secondary Education Units Article 1 Number 12 states that Education Implementation is the implementation of planning, development, quality assurance, supervision, learning, guidance, and counseling affairs. Article 1 Number 13 states that the implementation of administration is the implementation of correspondence, archives, staffing, data collection, finance, facilities and infrastructure, student services, library services, security services, and cleaning. Article 1 Number 15 states that the Administration Subdivision is the implementation of administration in the Education Unit. Article 1 No. 16 states that the Executive Position Group is a group of employees who are responsible for Administrative Implementation at the Education Unit in accordance with their field of expertise. Article 1 Number 17 states that the Functional Position Group is a group of Positions that contain functions and duties related to functional services based on certain expertise and skills.

Article 9 states that Vocational High Schools (SMK) have the main task of managing vocational education through 3 (three) or 4 (four) grade levels. The grade levels consist of grade 10 (ten), grade 11 (eleven), and grade 12 (twelve) or grade 13 (thirteen). In carrying out the tasks referred to in paragraph (1) of this regulation, SMKs are responsible for organizing several important functions. These functions include implementing effective and efficient education, managing the results of learning practices, implementing good cooperation with parents of students, the community, the School Committee, the business world and the industrial world, and professional associations. In addition, SMKs are also tasked with implementing professional competency testing for students according to the authority given and implementing education unit administration in an orderly and professional manner.

Furthermore, in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2019 concerning Guidelines for the Organization and Work Procedures of Primary and Secondary Education Units, the organizational structure of SMKs is

also regulated. This provision is listed in Chapter III, Article 14. It states that the organizational structure in SMK consists of the Principal, Deputy Principal, Administrative Subdivision, and Functional Position Group. Furthermore, it is explained that the Vice Principal as referred to is a maximum of 4 (four) people. Each Vice Principal carries out duties according to their fields, which include the academic field, student affairs field, business and industrial relations field, facilities and infrastructure field, and education unit administration field.

The Administration Subdivision is led by a head who is in charge of the Executive Position Group. Meanwhile, the Functional Position Group consists of teachers as educators, as well as librarians who are responsible for managing information and reading materials in the school environment. This provision is expected to create an organizational system in SMK that is more structured, effective, and able to support the achievement of vocational education goals.

In addition, Regulation of the Minister of Education, Culture, Research and Technology Number 25 of 2024 on the Amendment to Regulation of the Minister of Education and Culture Number 15 of 2018 on Fulfilling the Workload of Teachers, Principals and School Supervisors also states that the Vice Principal is an important part of the school management structure. The Vice Principal is tasked with assisting the Principal in carrying out leadership and administrative tasks in the school environment. The duties and roles of the Vice Principal are divided into several areas, namely the Vice Principal for Curriculum, the Vice Principal for Student Affairs, the Vice Principal for Facilities and Infrastructure, and the Vice Principal for Public Relations [6].

First, the Vice Principal for Curriculum has the main tasks related to the management of the learning process. Some details of his duties include compiling the school's annual curriculum program that refers to government policies and school needs. In addition, the Vice Principal for Curriculum is responsible for organizing lesson schedules, distributing teachers' teaching assignments, and scheduling evaluation activities such as tests and exams. He also manages the process of assessing student learning outcomes, overseeing the implementation of learning activities including teacher supervision and reporting the results to the Principal. In addition, this area assists teachers' professional development through training or workshops, and arranges the implementation of remedial and enrichment programs for students who need them.

Second, the Vice Principal for Student Affairs focuses on the development of students outside the academic realm. His duties include fostering student discipline, including the enforcement of rules and ethics in the school environment. In addition, this area is responsible for coordinating various student activities such as student councils and other extracurricular activities. Another task is to assist guidance and counseling services through cooperation with the Guidance and Counseling (BK) teacher, as well as developing various student character activities such as the implementation of flag ceremonies, social and religious activities. The Vice Principal for Student Affairs also has an important role in collecting data and analyzing various student problems, ranging from attendance, achievement, to behavior.

Third, the Vice Principal for Facilities and Infrastructure has the task of managing everything related to facilities and equipment in the school environment. The details of his duties include inventorying and recording school assets both movable and immovable, managing maintenance and repair activities for school facilities such as classrooms, laboratories, toilets, and other areas. In addition, the Vice Principal for Facilities and Infrastructure is also in charge of organizing the distribution of learning and teaching equipment, assisting in the development and construction of school infrastructure, and

establishing cooperation with outside parties related to assistance or construction projects for educational facilities.

Fourth, the Vice Principal for Public Relations acts as a liaison between the school and outside parties. His duties include establishing cooperation with parents, the School Committee, and various related agencies. In addition, this area is responsible for managing the school's image through social media, publication of activities and documentation of various school activities. The Vice Principal for Public Relations also organizes activities that involve the wider community, such as the implementation of competitions, seminars, and industrial cooperation which is an important characteristic in the SMK environment. Not only that, the duties of this field also include managing relationships with alumni, sponsors and educational partners.

Furthermore, Law of the Republic of Indonesia No. 20/2003 on the National Education System states that schools as educational institutions have the obligation to provide various services to the community, in this case students, parents, educators, and the surrounding community [7]. These services are closely related to the fulfillment of basic rights in education. The types of services in schools can be grouped into several categories, namely 1) academic services which are the core services in schools because they are directly related to students' rights to obtain a decent and quality education. This form of service consists of learning services, assessment services, majoring and curriculum services, as well as remedial and enrichment services for students; 2) guidance and counseling services are provided to support students' psychological well-being and guide them in personal, social, academic, and career aspects. The types of guidance and counseling services include orientation services to introduce students to the school environment, information services regarding education, career, and social, counseling services both individual and group, placement and channeling services such as in the selection of majors or extracurricular activities, as well as consultation and mediation services to solve student problems through communication between teachers, students, and parents; 3) health services or what is known as the School Health Effort (UKS) aims to maintain the health condition of students so that the teaching and learning process can run without health problems; 4) non-academic services and self-development that aim to complement the learning process by shaping students' character, social skills, and personality. These services include extracurricular activities such as scouting, arts, sports, and journalism, student organizations such as OSIS, MPK, and Rohis, life skills training, and religious services in the form of worship activities and moral education; 5) facilities and infrastructure services are the school's obligation to provide adequate educational facilities. These include safe and comfortable classrooms, laboratories, libraries, practice rooms, clean toilets, internet or Wi-Fi access, places of worship, sports fields, and healthy canteens; 6) school administration services are an important part of public services because they are related to legality and education documentation. The types of school administration services include the issuance of certificates, report cards, diplomas, information on new student admissions (PPDB), student transfer services, and student data management through the Dapodik system; 7) school and community relations or school public relations services aim to build active relationships between schools and communities to create transparency and trust. This includes organizing parent forums and school committees, publicizing school activities through various media such as websites, social media and school wall magazines, and encouraging community involvement in school development; 8) financial services are related to the management of school funds, both from the government and other parties. This process includes budget planning through the preparation of the RKAS (School Activity and Budget Plan), management of the BOS (School Operational Assistance) Fund,

detailed and systematic financial recording and bookkeeping, as well as transparent and periodic reporting and accountability for the use of funds.

As an educational unit that provides public services, it is expected that SMK Negeri 1 Kakas must be able to organize all aspects of educational services both academic and non-academic in a professional, transparent, accountable, friendly, and oriented to the satisfaction of students and the community. The school does not only focus on achieving academic grades, but also pays attention to character development, mental health, student welfare, and harmonious relationships with parents and the surrounding community. It is hoped that the school can provide services that prioritize the satisfaction of service users (stakeholders), in accordance with the principles of good governance.

Academic administration services are part of educational management related to planning, implementing, recording, archiving, and reporting all matters related to the teaching and learning process and students' academic progress at school (Idrus, 2014) [8]. Academic administration is to support and facilitate the educational process so that it runs smoothly, is organized, and is well monitored. This service is usually managed by the vice principal for curriculum, the administrative department, subject teachers, and the principal (Idrus et al., 2023) [9].

However, based on the fact that the implementation of academic administration services at SMK Negeri 1 Kakas has not run optimally. Some of the problems that become obstacles in academic administration services at SMK Negeri 1 Kakas include 1) Timeliness in the administrative management process; 2) Lack of competent human resources in the field of academic administration; 3) Processing academic letters (such as moving letters, grade certificates) takes a long time and goes through many stages.

Based on the background of the problem, the purpose of this study is to analyze the effectiveness of academic administration services at SMK Negeri 1 Kakas.

B. METHOD

The type of research used is descriptive qualitative. Suryani (2019) states that qualitative research method is a type of research used to describe phenomena or conditions that occur in society through in-depth analysis of descriptive data. This research aims to obtain a clear and detailed description of the social or cultural phenomenon under study without focusing on statistical measurements or comparisons [10].

The focus of the problem in this study is the effectiveness of academic administration services at SMK Negeri 1 Kakas, which is then described as the focus of research which includes aspects: a) Academic administration service procedures at SMK Negeri 1 Kakas, b) Objective conditions of workload in the field of academic administration at SMK Negeri 1 Kakas, c) Readiness of academic administration personnel at SMK Negeri 1 Kakas, d) User satisfaction of academic administration services at SMK Negeri 1 Kakas.

Key informants in this study amounted to 6 people who were determined by purposive sampling, consisting of the principal, vice principal, head of administration, administrative staff, teachers and students. Data collection techniques were observation, interview, and document study. The data analysis technique used was the interactive model of Miles and Huberman in Pangkey et al. (2023), namely data collection, data reduction, data display, and conclusion drawing (Mokat et al., 2023) [11].

C. RESULT AND DISCUSSION

Academic administration services at SMK Negeri 1 Kakas run based on procedures that apply in the world of education. Student and teacher data management includes collecting, maintaining and updating information. This includes personal data, academic achievements, the preparation of lesson schedules to organize learning time for students and teachers, as well as the management of important document archives including key documents such as report cards, policy documents, and accreditation documents based on guidelines and techniques from the Directorate of Vocational High Schools (SMK), Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology (Kemendikbudristek). In the process of academic administration services at SMK Negeri 1 Kakas, several supporting technology facilities such as laptops, computers and printers are needed.

Academic administration services for teachers of SMK Negeri 1 Kakas include requests for student data per class, lesson schedules, recap scores for report cards, and assignment letters for training, related to teacher data in dapodik and administration related to additional teacher income. Academic administration services for students of SMK Negeri 1 Kakas include managing student data in dapodik, legalizing report cards and diplomas, administration for field work practice and skill competency tests, managing moving in or out of school.

As for the implementation of academic administration services at SMK Negeri 1 Kakas based on applicable technical procedures from the Directorate of Vocational High Schools (SMK), Directorate General of Vocational Education, Ministry of Education, Culture, Research and Technology (Kemendikbudristek) there are still challenges in the process of implementing academic administration services due to the lack of human resources, namely limited administrative staff to serve students and teachers.

The process of academic administration services at SMK Negeri 1 Kakas

Academic administration services are one of the important aspects in organizing education in Vocational High Schools (SMK). Good academic administration services can provide positive benefits for SMK Negeri 1 Kakas, including:

1) Improving the Efficiency of the Education Process

A well-organized academic administration service allows all academic processes to run more quickly, regularly and without obstacles. For example, if the recording of grades and attendance is done accurately and on time, teachers, homeroom teachers, and school officials can immediately evaluate student progress. This speeds up academic decision-making, such as determining remedial, grade promotion, and graduation. This efficiency also reduces the workload of teachers who often have to deal with additional administrative documents.

2) Providing Certainty and Transparency to Students and Parents

One of the main benefits of good academic administration services is information transparency. Grade data, attendance, and other academic information can be accessed easily and clearly by students and parents. This creates trust in the school system and minimizes misunderstandings that often arise due to inaccurate information. In the digital era, the use of academic information systems (AIS) also supports school accountability in providing services to the public.

3) Supporting Proper Academic Planning

Good academic administration services allow school management, especially the curriculum area, to make data-based planning. For example, attendance data can be used to design strategies to improve student attendance, and grade data can be the basis for determining

remedial programs or student specialization. Data-driven planning is very important in SMK, as it is directly related to students' skill competency achievements and their readiness to enter the workforce.

4) Supporting School Discipline and Order

An orderly administration service also contributes to a culture of discipline in the school environment. When students know that all their attendance, tardiness, and grade achievements are neatly recorded and documented, they will be indirectly encouraged to be more orderly and responsible for their obligations. This also applies to teachers and education personnel, because all academic activities have a clear administrative monitoring system.

5) Simplify the Advanced Academic Services Process

SMK students not only undergo the learning process in school, but also participate in activities such as Field Work Practice (PKL), Expertise Competency Test (UKK), to continue to college or the world of work. All of these processes require official academic documents, such as cover letters, transcripts, certificates of competence, and so on. Good administrative services will ensure that these documents are neatly organized and can be issued quickly and accurately when needed.

6) Improving School Image and Service Satisfaction

Schools that are able to provide academic administration services quickly, precisely and professionally will be more appreciated by students, parents and the community. This can improve the image of educational institutions as credible and responsive to the needs of students. This positive image also plays an important role in attracting new prospective students and strengthening the trust of stakeholders, such as industry partners, the Education Office, and higher education institutions.

7) Reducing Teacher Administrative Burden

One of the common complaints in schools is that teachers are burdened by administrative work. When the academic administration system is run by competent administrative personnel and supported by adequate digital systems, teachers can focus more on their main functions, which are teaching, educating and guiding students. Good administrative services provide professional space for each role in the school to work optimally.

8) Ensuring the Security and Integrity of Academic Data

Student academic data is part of the school's vital archives. Good administrative services will ensure the security, integrity and confidentiality of data through an orderly recording and archiving system, both physically and digitally. Thus, student data is not easily lost, damaged or misused. This is especially important for document verification, school audits and education quality evaluation.

In this discussion, the researcher describes how the differences, comparisons and comparisons of research results with existing theories with the results of research referring to the Research Focus on the Effectiveness of Academic Administration Services at SMK Negeri 1 Kakas which are described in the research sub-focus as follows:

Table 1. Research Findings on Indicators of the Academic Administration Service Process at SMK Negeri 1 Kakas

Focus	Indicator	Findings
Effectiveness of Academic Administration	The process of academic administration	Procedures and division of tasks in academic administration services at SMK Negeri 1 Kakas are considered unclear and uncoordinated.

Services at SMK Negeri 1 Kakas	services at SMK Negeri 1 Kakas	The academic administration process is carried out in a long time because it is still inputted manually
		There are cases of data entry errors and even errors in lesson schedule information for students and teachers, because the workload does not match the duties of administrative staff.
		The administrative staff owned by SMK Negeri 1 Kakas is not ideal with the needs of the school.

Source: Primary data processed by researchers, 2025

The discussion in this research sub-focus is to explain how the informants' views on academic administration services at SMK Negeri 1 Kakas and what problems occur or are not appropriate in academic administration that can indicate harm to service users, namely teachers and students. Good academic administration services at SMK Negeri 1 Kakas do not only function as administrative support, but also become an important part of an effective, efficient and quality educational ecosystem.

Overall from the research obtained that this academic administration service, the positive benefits are not only felt by educators and education personnel, but also by students as the main recipients of educational services. However, there are several obstacles in this service such as procedures and division of tasks in academic administration services at SMK Negeri 1 Kakas are not clear and are often not coordinated between fellow staff.

Based on the results of the study, academic administration services at SMK Negeri 1 Kakas have not been running effectively because they have not been able to fully accommodate all existing academic needs. According to (Siagian 2023) Effectiveness is the completion of work not only in terms of achieving goals but also in terms of timeliness in achieving these goals [12]. From the above opinion, it can be concluded that effectiveness is related to time issues, an activity is said to be effective if the activity is successfully completed in accordance with the predetermined time or in other words on time. In this case, measuring organizational effectiveness is not a very simple thing, because effectiveness is assessed from various points of view and depends on who assesses and interprets it. This can be done by looking at the results of the work achieved by an organization. Effectiveness can be measured through the success or failure of an organization to achieve its goals (Sutmasa, 2021) [13].

When juxtaposed with this theory, the services of an organization that have successfully achieved their goals, the organization can be said to have run effectively (Dilapanga, 2020)[14] . As the purpose of academic administration services is to support the smooth, orderly, and efficient implementation of academic activities in order to support the achievement of educational goals at school, but it was found at the research location that academic administration services have not been able to accommodate all the needs of teachers and students such as the processing process which is done manually, so it takes a long time. Likewise, the division of tasks and coordination between administrative staff is lacking so that negligence and errors often occur in the academic administration process for students and teachers. Also in terms of a large workload, SMK Negeri 1 Kakas only has 2 academic administration staff so it does not match the ideal needs of the school.

There was a case where at the time of taking the diploma in 2024, because the administrative staff who worked in writing the diploma was only 1 person, it took a long time

so that there were students who complained because they had waited and asked to return again because the diploma was not finished.

For the above matters by applying the theory of Siagian (2023) the concept of effectiveness in an organization shows the extent to which the organization carries out its activities or functions, so as to achieve predetermined goals by optimally using existing tools and resources. Activities or programs carried out by an organization can be said to be effective if they have achieved predetermined goals or objectives. According to researchers, academic administration services at SMK Negeri 1 Kakas have not fully run effectively in terms of timeliness which should be in accordance with the objectives of administrative services.

In terms of Siagian's theory (2023) effectiveness as a work orientation highlights the procedures taken to complete a set task or job. Based on the reality that occurred at the research site, there are administrative staff of SMK Negeri 1 Kakas who in carrying out their duties have not followed the procedures or procedures that should be such as making a teacher's official travel assignment letter which should be done by administrative staff, but is done by teachers who will carry out official travel so that teachers who do not know academic administration procedures, do not create school files for official travel assignments.

Facilities, infrastructure, and human resources at SMK Negeri 1 Kakas

Based on the results of research that has been carried out through observations, interviews and document studies, the findings on this second indicator are as follows:

Table 2. Research Findings on Indicators of Facilities, infrastructure, and human resources at SMK Negeri 1 Kakas

Focus	Indicator	Findings
Effectiveness of Academic Administration Services at SMK Negeri 1 Kakas	Facilities, infrastructure, and human resources at SMK Negeri 1 Kakas	Supporting facilities and infrastructure at SMK Negeri 1 Kakas are available 3 laptops, 1 PC Computer, 4 printers and those that can still be used smoothly are only 1 laptop, 1 computer, 2 printers. While the other laptops are slow and the other printers are not good at printing. There are academic administration staff of SMK Negeri 1 Kakas who have not been able to adapt to online or digital administration management. Academic administration staff of SMK Negeri 1 Kakas, only 1 head of administration and 1 administrative staff who doubles as a school operator. The internet capacity available at SMK Negeri 1 Kakas is only 10 mbps, which cannot be used when inputting online academic administration.

Source: Primary data processed by researchers, 2025

Facilities and infrastructure are two concepts that are often used in the context of infrastructure and facilities that support various human activities. Facilities refer to any type of object or tool used to facilitate or enable the implementation of an activity or process (Rohiyatun, 2019) [15]. Examples of facilities include buildings, rooms, vehicles, equipment,

libraries, and so on. Facilities can be physical or non-physical, depending on the type of activity being carried out. Meanwhile, infrastructure refers to structures or facilities that provide the basis or framework for carrying out certain activities or processes. Infrastructure involves elements such as transportation networks, communication systems and so on. Infrastructure aims to create adequate conditions for human activities in various fields (Risani et al., 2024) [16].

Based on the results found by researchers in the field, academic administration services at SMK Negeri 1 Kakas have not been supported by adequate facilities and infrastructure because to provide academic administration services must be supported by equipment such as laptops, computers and printers while at SMK Negeri 1 Kakas there are 3 laptops, 1 PC Computer, 3 printers and those that can still be used smoothly are only 1 laptop, 1 computer, 1 printer. While the other laptops are slow and the other printers are not good at printing academic administration. Information provided by academic administration staff that there are often problems in inputting teacher and student data because the laptops used are slow so it takes a long time to complete the administration.

Likewise, the available infrastructure in the form of an internet network available to access applications for teacher and student data has not been able to accommodate inputting into the application. Internet network access is limited so administrative staff must use a private internet network to speed up the process of inputting teacher and student data into the application.

On the other hand, human resources, especially academic administration staff at SMK Negeri 1 Kakas are limited, there are academic administration staff who are in the senior age category who have not been able to adjust to existing information technology so that the process of administering large amounts of academic data and must be input through the application must take a long time because it is only done by 1 administrative staff only.

According to Siagian's theory (2023) human resources are an important factor in achieving the effectiveness of an organization, which consists of skills, knowledge, and attitudes. If skills, abilities and attitudes are sought to be improved, it will affect the implementation of their duties so that better effectiveness can be formed in the organization. Effectiveness is the relationship between output and goals or objectives that must be achieved. Operational activities are said to be effective if the activity process achieves the ultimate goals and objectives of the policy (spending wisely).

Based on Siagian's theory, it can be concluded that academic administration services must indeed be supported by human resources who are able to adjust and have the awareness to advance to achieve organizational goals. If there is no awareness to adjust to the current development of information technology, it will hinder the academic administration service process.

D. CONCLUSION

Based on the results of research obtained through a direct interview process with informants both those who carry out academic administration services and users of academic administration services at SMK Negeri 1 Kakas, it can be concluded that:

1) Academic administration services at SMK Negeri 1 Kakas are not running effectively because they have not been able to accommodate all the academic needs of the school quickly and accurately. Broadly speaking, this is due to the following factors:

a. Procedures and division of tasks in the process of academic administration services at SMK Negeri 1 Kakas are not well coordinated due to lack of clear communication between academic administration staff.

b. The process of working on academic administration is still done manually, so it takes a long time to complete it.

c. Workload in the field of academic administration is large, there are often errors or omissions in completing academic administration.

2) Facilities and infrastructure that support academic administration services at SMK Negeri 1 Kakas are not yet effective in supporting academic administration services. The availability of computer equipment at SMK Negeri 1 Kakas is 3 laptops, 1 PC Computer, 3 printers and only 1 laptop, 1 computer, 1 printer that can still be used smoothly. While the other laptops are slow and the other printers are not good at printing academic administration.

3) In terms of human resources at SMK Negeri 1 Kakas, especially academic administration staff are limited because they do not meet the ideal needs of vocational high schools (SMK) which have a heavy academic administration workload and require more than 2 academic administration staff.

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