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TRAINING AND JOB ROTATION STRATEGIES IN STRENGTHENING ADMINISTRATIVE COMPETENCE AT SMP AL-BADAR CIPULUS

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ABSTRACT

Tenaga administrasi sekolah memiliki peran strategis dalam mendukung efektivitas pelayanan pendidikan dan tata kelola lembaga pendidikan Islam. Perkembangan sistem administrasi berbasis digital menuntut tenaga administrasi untuk memiliki kompetensi yang adaptif, profesional, dan mampu memberikan pelayanan pendidikan secara efektif. Penelitian ini bertujuan untuk menganalisis strategi peningkatan kompetensi tenaga administrasi melalui program pelatihan dan rotasi tugas di SMP Al-Badar Cipulus. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi dengan informan yang terdiri atas kepala sekolah, kepala tata usaha, dan pegawai tata usaha. Teknik analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program pelatihan mampu meningkatkan kemampuan administrasi digital, pengelolaan dokumen, pelayanan administrasi, serta efektivitas kerja pegawai. Sementara itu, rotasi tugas memberikan dampak terhadap peningkatan fleksibilitas kerja, kemampuan adaptasi, koordinasi antarbagian, dan pemahaman sistem administrasi sekolah secara menyeluruh. Penelitian ini juga menemukan bahwa integrasi pelatihan dan rotasi tugas berkontribusi terhadap peningkatan kualitas pelayanan administrasi pendidikan serta penguatan budaya kerja profesional yang berlandaskan nilai-nilai manajemen pendidikan Islam. Meskipun demikian, penelitian menemukan beberapa hambatan seperti keterbatasan pelatihan berkelanjutan dan perbedaan kemampuan teknologi antarpegawai. Penelitian ini menyimpulkan bahwa pelatihan dan rotasi tugas merupakan strategi efektif dalam meningkatkan kompetensi tenaga administrasi di lembaga pendidikan Islam.

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Keywords:
administrative staff competence; training; job rotation; Islamic educational management; educational administrative services

ABSTRACTS

School administrative staff have a strategic role in supporting the effectiveness of educational services and the governance of Islamic educational institutions. The development of digital-based administrative systems requires administrative staff to possess adaptive and professional competencies and the ability to provide effective educational services. This study aims to analyze strategies for improving administrative staff competencies through training programs and job rotation at SMP Al-Badar Cipulus. This study employed a qualitative approach with a descriptive research design. Data were collected through observation, in-depth interviews, and documentation involving the principal, head of administration, and administrative staff as research informants. Data analysis used the interactive model of Miles, Huberman, and Saldaña through the stages of data reduction, data presentation, and conclusion drawing. The findings revealed that training programs improved digital administrative skills, document management, administrative services, and employee work effectiveness. Meanwhile, job rotation enhanced work flexibility, adaptability, interdepartmental coordination, and comprehensive understanding of school administrative systems. The study also found that the integration of training and job rotation contributed to improving the quality of educational administrative services and strengthening a professional work culture based on Islamic educational management values. However, several challenges were identified, including limited continuous training opportunities and differences in technological competencies among employees. This study concludes that training and job rotation are effective strategies for improving the competencies of administrative staff in Islamic educational institutions.

A. INTRODUCTION

School administrative staff constitute one of the strategic elements within the education system, playing a crucial role in supporting the effectiveness of educational administration in schools and madrasahs. In the context of educational management, administrative personnel are not merely responsible for carrying out administrative tasks, but also for supporting academic services, managing student data, handling personnel administration, maintaining document archives, providing information services, and facilitating institutional coordination. The presence of competent administrative staff contributes significantly to the establishment of effective, efficient, professional, and accountable educational governance (Suryani & Darmansyah, 2023). From the perspective of Islamic educational management, administrative personnel also play an important role in promoting educational services grounded in the values of trustworthiness (*amanah*), responsibility, discipline, and service for the benefit of educational institutions.

The rapid development of information technology and the transformation of digital-based educational administration systems have substantially altered the working patterns of school administrative staff. The digitalization of educational administration requires administrative personnel to possess more complex competencies, including information technology skills, digital literacy, organizational communication, public service capabilities, electronic document management, and adaptability to changes in modern educational work systems (Nguyen & Hallinger, 2023). In this study, competence is understood as a set of knowledge, skills, attitudes, and professional

abilities required by employees to perform their duties effectively. These developments indicate that school administrative staff no longer function solely as technical administrative executors, but have evolved into essential contributors to the quality of educational services.

Nevertheless, various studies indicate that the competence of school administrative staff in Indonesia continues to face several challenges. Some studies reveal that administrative personnel still experience limitations in mastering information technology, inadequate ability to operate digital administrative systems, insufficient access to continuous training, and weak adaptability to organizational changes in education (Rahman & Kurniawan, 2023). Furthermore, some educational institutions continue to rely on conventional administrative systems, resulting in ineffective and slow administrative services. These conditions ultimately affect the quality of educational services and the overall effectiveness of school governance.

Within the discourse of educational human resource development, differing perspectives exist regarding the most effective strategies for improving the competence of educational personnel. Some studies emphasize training as the primary strategy for enhancing employees' professional capabilities because it strengthens technical competence, work skills, and readiness to face organizational changes (Fadli & Aslamiah, 2022). However, other studies argue that training alone is insufficient without cross-functional work experience capable of broadening employees' perspectives and adaptive capacities (Prasetyo & Lestari, 2021). These differing perspectives indicate the need to integrate various human resource development strategies in a more comprehensive manner.

In this study, training is defined as a systematic process aimed at improving employees' knowledge, skills, and abilities through structured learning activities relevant to job requirements. Training programs constitute an important approach to enhancing the professionalism of school administrative staff, particularly in responding to the advancement of digital-based educational administration technologies. Previous studies have demonstrated that well-planned and continuous training programs can improve employee work effectiveness, the quality of administrative services, and the readiness of educational organizations to respond to changes in work systems (Fadli & Aslamiah, 2022; Nguyen & Hallinger, 2023).

In addition to training, job rotation also represents an important strategy for employee competency development. Job rotation refers to the process of transferring employees from one field of work to another within an organization in order to broaden work experience and enhance understanding of the organizational system as a whole. This strategy is considered capable of improving work flexibility, problem-solving abilities, cross-departmental collaboration, and reducing employee work fatigue (Prasetyo & Lestari, 2021). In the context of educational administration, job rotation may assist administrative staff in understanding various school service systems, thereby improving institutional coordination effectiveness.

From the perspective of Islamic educational management, the development of administrative staff competence is not solely oriented toward improving technical abilities, but also toward fostering an Islamic work ethic that reflects the values of

trustworthiness, professionalism, responsibility, and service to the educational interests of the Muslim community (Nurhadi, 2022). Therefore, human resource development strategies in Islamic educational institutions should be implemented systematically through a combination of training, supervision, mentoring, and job rotation in order to produce administrative personnel who are both professionally competent and characterized by Islamic values.

Several previous studies have shown that the competence of school administrative staff significantly influences the quality of educational services and the effectiveness of school governance. Muhyadi (2013) investigated the qualifications and competencies of school administrative personnel in the Special Region of Yogyakarta and found that, in general, administrative staff competencies had met the basic standards of school administration. However, limitations remained in aspects related to certification and the suboptimal distribution of administrative duties. The study emphasized the importance of continuous competency development to support professional educational service effectiveness.

Another study conducted by Nuraini et al. (2022) demonstrated that competency development through training and human resource development positively influenced the performance of school administrative staff. The findings explained that improvements in technical competence, administrative services, and employees' work capabilities could be achieved through systematic and sustainable development programs. This study reinforces the assumption that competency development among administrative staff constitutes an important component in improving the quality of educational administrative services.

Furthermore, a study by Setyaningsih et al. (2024) found that the competence of school administrative staff and school culture significantly influenced the quality of school services. The study emphasized that administrative staff competence is not only related to technical administrative skills, but also to service quality, organizational communication, and adaptability to digital-based work systems. These findings indicate that enhancing the competence of administrative personnel has become a strategic necessity in strengthening modern educational management.

Despite these findings, previous studies have generally focused more on the general aspects of administrative staff competence and development. Research examining the integration of training and job rotation strategies in improving administrative staff competence within Islamic educational institutions remains relatively limited. Moreover, most existing studies primarily discuss teacher competence and principal leadership rather than the competency development of school administrative personnel. Therefore, this study offers novelty by examining strategies for enhancing administrative staff competence through training and job rotation within the context of Islamic educational management.

This study was conducted at SMP Al-Badar Cipulus, an Islamic educational institution that implements competency development programs for administrative staff through training and job rotation activities. This context is important for examining how human resource development strategies are implemented to improve the quality of educational administrative services in Islamic educational institutions.

Based on the foregoing discussion, this study aims to analyze strategies for improving the competence of administrative staff through training and job rotation at SMP Al-Badar Cipulus. The study is expected to contribute theoretically to the development of Islamic educational management studies, particularly in the field of educational human resource development, while also providing practical contributions for educational institutions in designing effective, adaptive, and professional strategies for improving administrative staff competence. Furthermore, this study demonstrates that the integration of training and job rotation has the potential to become an effective strategy for strengthening the quality of educational administrative services in Islamic educational institutions.

B. METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of strategies for improving the competence of administrative staff through training and job rotation within the context of Islamic educational management at SMP Al-Badar Cipulus. This approach enabled the researcher to obtain contextual and comprehensive data that accurately reflected the actual conditions occurring in the field (Creswell & Creswell, 2018). A descriptive design was chosen to systematically describe the implementation process of training and job rotation programs in enhancing the competence of school administrative personnel.

The study was conducted at SMP Al-Badar Cipulus Purwakarta from January to March 2026. The research site was selected because the school actively implements administrative staff competency development programs through training activities and a job rotation system as part of its human resource development initiatives. The focus of the study was directed toward the competency development strategies implemented by the school to improve the quality of educational administrative services.

The data sources in this study consisted of primary and secondary data sources. Primary data were obtained directly from the research informants, namely the principal, the head of administration, and administrative staff members at SMP Al-Badar Cipulus. Informants were selected using purposive sampling techniques based on their involvement, experience, and understanding of the administrative staff competency development programs implemented at the school (Sugiyono, 2022). Meanwhile, secondary data were obtained from supporting documents, including the school profile, organizational structure, training activity archives, administrative documents, and reports related to job rotation activities.

Data collection techniques included observation, interviews, and documentation. Observation was conducted to directly examine school administrative activities and the implementation of competency development programs for administrative staff. In-depth interviews were conducted with all research informants to obtain information regarding the implementation of training programs, job rotation systems, supporting factors, obstacles encountered, and the impact of the programs on improving the competence of administrative employees. Documentation techniques were used to complement the research data through administrative documents, activity

photographs, official decrees, training schedules, and other archival materials relevant to the research focus (Moleong, 2017).

Data analysis in this study employed the interactive analysis model developed by Miles, Huberman, and Saldaña (2014), which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, focusing, simplifying, and categorizing data relevant to the research focus. Subsequently, the data were presented in descriptive narrative form to facilitate the interpretation process. The final stage involved drawing conclusions based on patterns, relationships, and findings identified throughout the research process. Data analysis was conducted continuously from the data collection stage until the completion of the study.

To ensure data trustworthiness, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from the principal, the head of administration, and administrative staff members. Meanwhile, technique triangulation was performed by comparing the results of observations, interviews, and documentation in order to obtain valid and credible data. The use of triangulation aimed to enhance the credibility and validity of the research findings (Yin, 2018).

Because this study employed a qualitative approach, it did not utilize statistical correlation tests or quantitative mathematical formulas. The analysis was conducted interpretatively based on field findings obtained from various data sources. This approach was employed to obtain a comprehensive understanding of strategies for improving administrative staff competence through training and job rotation within the context of Islamic educational management.

This study also considered research ethics by maintaining the confidentiality of informants' identities and ensuring that all research data were used solely for academic purposes. The entire research process was conducted objectively, systematically, and in accordance with scientific research procedures in the field of Islamic educational management.

C. RESULT AND DISCUSSION

Training Programs in Enhancing Administrative Staff Competence

The findings of this study indicate that SMP Al-Badar Cipulus implements administrative staff competency development strategies through both internal and external training programs. These training programs are designed based on the administrative needs of the school and the ongoing development of digital-based educational administration systems. The training activities include school administrative management, the use of digital administrative applications, document archiving, educational administrative services, as well as the enhancement of communication and public service skills.

Based on the results of observations and interviews with the head of administration, the training programs are conducted periodically through internal school development activities and employee participation in training programs organized by the education office and other educational institutions. The head of

administration explained that changes in educational administration systems require administrative staff to possess adequate information technology skills in order to ensure that administrative services operate more effectively and efficiently.

The findings further demonstrate that the training programs have had a positive impact on improving the technical skills of administrative employees. Staff members became more capable of operating school administrative applications, managing student data digitally, organizing administrative archives systematically, and completing administrative tasks in a more efficient and organized manner. The findings also indicate that administrative services provided to teachers, students, and parents became more responsive following the implementation of the training programs.

The following table presents the findings related to the forms of training programs implemented at SMP Al-Badar Cipulus

Table 1. Forms of Administrative Staff Training Programs at SMP Al-Badar Cipulus

No.	Type of Training	Training Objective	Impact on Competency
1	Digital Administration Training	To improve the ability to use school administrative applications	Employees became more capable of managing data digitally
2	Document Archiving Training	To improve the organization of school administration	School archives became more systematic and easily accessible
3	Public Service Training	To improve the quality of administrative services	Services for students and parents became more responsive
4	Administrative Management Training	To understand school administrative procedures	Employee work effectiveness increased

The findings of this study demonstrate that training programs play an important role in improving the competence of school administrative staff. These findings are consistent with the human resource development theory proposed by Noe and Kodwani (2023), which states that training is a systematic process aimed at improving employees' work capabilities, technical skills, and professionalism within an organization. In the educational context, training functions as a strategy for strengthening human resource capacity in order to respond effectively to changes in administrative systems and technological developments.

Furthermore, the findings support the study conducted by Fadli and Aslamiah (2022), which concluded that well-planned and sustainable training programs can improve the work effectiveness of educational personnel and enhance the quality of educational administrative services. At SMP Al-Badar Cipulus, the training programs are not merely administrative formalities, but rather constitute an integral part of the institution's strategic efforts to improve the quality of educational governance.

From the perspective of Islamic educational management, the implementation of training programs also reflects efforts to strengthen the values of Islamic professionalism within the school environment. The training programs emphasize not

only the improvement of technical competencies, but also the cultivation of responsibility, discipline, cooperation, and service ethics. This finding is consistent with Nurhadi's (2022) view that human resource development in Islamic education should integrate professional competence with the values of trustworthiness (amanah), accountability, and service orientation toward the advancement of educational institutions.

Based on the observational findings, the training activities also fostered a learning culture within the school administration environment. Employees became more open to changes in work systems and better prepared to face the transformation toward digital-based administration. This condition indicates that training programs not only improve individual competencies, but also contribute to strengthening the school's organizational culture.

Nevertheless, this study identified several obstacles in the implementation of the training programs. Limited implementation time, differences in technological proficiency among employees, and limited opportunities for continuous participation in external training programs were identified as challenges in the process of improving administrative staff competence. Some employees required a longer adaptation period to understand the use of digital administrative applications.

These findings indicate that the development of administrative staff competence requires continuous evaluation and adequate institutional support. Schools need to provide mentoring programs and training activities tailored to employees' specific needs in order to optimize the competency development process.

Job Rotation as a Competency Development Strategy

In addition to training programs, SMP Al-Badar Cipulus also implements a job rotation system as a strategy for developing the competence of school administrative staff. Job rotation is carried out by periodically transferring employees to different administrative divisions based on the needs of the school and the employees' capabilities. This strategy aims to broaden employees' work experience and enhance their understanding of the overall school administrative system.

The findings of this study indicate that job rotation provides employees with opportunities to understand various areas of school administration, including student administration, document archiving, correspondence management, financial administration, and academic services. Employees who had previously been responsible for only one administrative field gained new experience in managing other administrative functions, thereby making their work capabilities more flexible and adaptive.

The following table presents the forms of job rotation implementation at SMP Al-Badar Cipulus.

Table 2. Implementation of Administrative Staff Job Rotation

No.	Initial Administrative Division	Rotation Division	Objective of Rotation
1	Correspondence Administration	Student Administration	To broaden understanding of school administration

No.	Initial Administrative Division	Rotation Division	Objective of Rotation
2	Document Archiving	Financial Administration	To improve work flexibility
3	Academic Administration	School Information Services	To develop public service skills
4	Personnel Administration	Document Archiving	To improve interdepartmental coordination

The interview findings revealed that job rotation helped employees develop a comprehensive understanding of the school's administrative workflow. Employees became better prepared to substitute for colleagues when urgent situations arose, thereby ensuring that administrative services continued to operate effectively. In addition, job rotation improved coordination among administrative divisions because employees gained a better understanding of the challenges and responsibilities associated with each division.

These findings are consistent with the human resource development theory proposed by Dessler (2020), which states that job rotation is an effective strategy for enhancing employees' work experience, flexibility, and organizational understanding. Job rotation provides employees with opportunities to develop cross-functional competencies, thereby improving organizational readiness in responding to change.

This study also supports the findings of Prasetyo and Lestari (2021), who explained that job rotation can improve employees' adaptability and reduce work fatigue within educational organizations. In the present study, administrative employees demonstrated greater enthusiasm after gaining work experience in different administrative divisions.

From the perspective of Islamic educational management, job rotation reflects the values of cooperation, collective responsibility, and the strengthening of workplace ukhuwah (professional solidarity) within educational institutions. Employees are encouraged to support one another and understand interdepartmental responsibilities, thereby fostering a collaborative work culture. This strategy demonstrates that human resource development in Islamic education is oriented not only toward technical competence, but also toward the development of work character grounded in Islamic values.

The findings also indicate that job rotation contributed to improving employees' problem-solving abilities. Employees gained a more comprehensive understanding of administrative procedures, enabling them to resolve administrative issues arising within the school environment more quickly and effectively.

Nevertheless, the implementation of job rotation also encountered several challenges. Some employees experienced difficulties during the adaptation process when assigned to new administrative divisions. Differences in educational background and technological competence also influenced employees' adjustment to new responsibilities. Furthermore, during the initial phase of job rotation implementation,

several administrative tasks experienced delays because employees were still adapting to their new assignments.

These findings suggest that job rotation requires continuous mentoring and supervision in order to ensure that the competency development process can be implemented effectively. Schools need to provide technical guidance and periodic evaluations of job rotation implementation so that employees can adapt optimally to their new responsibilities.

Implications of Training and Job Rotation for Educational Administrative Services

The findings of this study indicate that the implementation of training and job rotation programs has significant implications for improving the quality of educational administrative services at SMP Al-Badar Cipulus. Administrative services became more systematic, efficient, and responsive following the implementation of administrative staff competency development programs.

Based on the observational findings, the management of school administrative documents became more organized and easily accessible. The archiving process was conducted more systematically through the use of digital administrative systems, thereby facilitating the retrieval of student data and other school documents. In addition, administrative services provided to teachers, students, and parents became more effective because employees demonstrated improved communication and service capabilities.

The following table presents the impacts of training and job rotation on school administrative services.

Table 3. Impacts of Training and Job Rotation on Administrative Services

No.	Service Aspect	Resulting Impact
1	Document Archiving	Documents became more organized and easily accessible
2	Information Services	Services became faster and more responsive
3	Student Data Management	Administrative data became more accurate
4	Administrative Coordination	Interdepartmental collaboration improved
5	Work Effectiveness	Task completion became more efficient

The findings of this study support the argument proposed by Nguyen and Hallinger (2023), who emphasized that human resource development is a crucial factor in improving the effectiveness of educational organizations and the quality of school administrative services. Competent administrative personnel contribute significantly to the establishment of professional and accountable educational governance.

This study also contributes to the development of Islamic educational management studies, particularly in the field of educational human resource development. The findings demonstrate that the integration of training and job rotation can serve as an effective strategy for improving the competence of administrative staff within Islamic educational institutions. In addition to enhancing employees' technical abilities, these strategies also strengthen collective work culture, responsibility, and Islamic professionalism within the school environment.

Nevertheless, this study has several limitations, as it was conducted in only one educational institution; therefore, the findings cannot yet be generalized broadly to all Islamic educational institutions. Furthermore, this study focused primarily on training and job rotation strategies without examining other factors, such as leadership, organizational culture, and employee work motivation, which may also influence the competency development of school administrative staff.

Therefore, future studies are recommended to develop broader investigations into competency development strategies for educational personnel by involving a larger number of Islamic educational institutions and examining additional variables related to the effectiveness of human resource development within educational settings.

D. CONCLUSION

Based on the findings of this study conducted at SMP Al-Badar Cipulus, it can be concluded that strategies for improving the competence of administrative staff through training programs and job rotation play a significant role in enhancing the quality of educational administrative services. Training programs implemented both internally and externally were proven to improve the technical competencies of administrative personnel, particularly in mastering digital-based administration, document management, administrative services, and the effectiveness of task completion. The training programs also promoted the development of a more professional, adaptive, and responsive work culture in relation to the advancement of modern educational administration systems.

In addition to training, the implementation of job rotation had a positive impact on the competency development of school administrative employees. Job rotation enabled employees to gain broader work experience across various administrative divisions, thereby improving work flexibility, adaptability, interdepartmental coordination, and comprehensive understanding of the school administrative system. This strategy also strengthened cooperation and collective work culture within the school environment, as employees developed a better understanding of the responsibilities associated with each administrative division.

The results of the analysis indicate that the integration of training and job rotation constitutes an effective human resource development strategy for improving the competence of administrative staff in Islamic educational institutions. Competency development is not solely oriented toward enhancing employees' technical abilities, but also toward strengthening the values of professionalism, responsibility, discipline, and service ethics in accordance with the principles of Islamic educational management. Consequently, improving the competence of administrative personnel contributes to the establishment of more effective, systematic, and accountable educational governance.

This study also found that the success of competency development programs is influenced by institutional support, the involvement of school leadership, and employees' readiness to adapt to digital-based work system transformations. Nevertheless, the study identified several obstacles, including limited training time, differences in technological proficiency among employees, and employees' adaptation

processes during the implementation of job rotation. Therefore, continuous evaluation and mentoring are required to ensure that competency development programs can be implemented optimally and sustainably.

This study contributes to the development of Islamic educational management studies, particularly in the field of educational human resource development. The findings indicate that training and job rotation strategies can serve as a model for administrative staff competency development in other Islamic educational institutions in addressing the challenges of educational administration in the digital era.

However, this study still has several limitations because it was conducted in only one educational institution; therefore, the findings cannot yet be generalized broadly. In addition, the study focused solely on training and job rotation strategies without examining other factors that may also influence the competency development of administrative staff, such as principal leadership, organizational culture, work motivation, and employee performance evaluation systems.

Based on these limitations, future studies are recommended to conduct broader investigations involving various Islamic educational institutions at different educational levels in order to obtain a more comprehensive understanding of strategies for developing administrative staff competence. Future research may also adopt mixed-methods or quantitative approaches to measure the effectiveness of competency development programs more comprehensively. Furthermore, studies concerning the integration of digital technology, educational leadership, and organizational culture in the development of school administrative personnel represent important areas for future research.

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