

STRATEGY OF THE HEAD OF MADRASAH ADMINISTRATION IN IMPROVING THE PERFORMANCE OF EDUCATIONAL PERSONNEL: ROTATION RESISTANCE AND TRAINING LIMITATIONS

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Abstract:

This research is motivated by the importance of the head of administration's strategy in improving the performance of educational staff. Even though the role of administrative staff has been widely studied, there are still gaps regarding the strategy of heads of administration in facing real challenges in madrasas, especially in the context of changing administrative needs and digitalization. This research uses a qualitative phenomenological approach through interviews, observation and documentation. Data analysis was carried out through reduction, presentation and drawing conclusions, with validity testing using triangulation and member checking. The research results show that the strategy of the head of administration includes performance planning, division of tasks according to skills, regular coaching and training, as well as periodic evaluations which contribute to increasing the discipline, effectiveness and professionalism of educational staff. Key challenges include the resistance of some staff to job rotation and limited external training. The solutions taken include routine coaching, personal motivation, open communication, and collaboration with external institutions in organizing training. The implication is that this strategy can be adapted by educational administration managers through strengthening organizational communication and external collaboration in order to improve the performance of educational staff in a sustainable manner.

Abstrak:

Penelitian ini dilatarbelakangi oleh pentingnya strategi kepala tata usaha dalam meningkatkan kinerja tenaga kependidikan. Meskipun peran tenaga administrasi telah banyak dikaji, masih terdapat kesenjangan terkait strategi kepala tata usaha dalam menghadapi tantangan nyata di madrasah, khususnya dalam konteks perubahan kebutuhan administrasi dan digitalisasi. Penelitian ini menggunakan pendekatan kualitatif fenomenologi melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi, penyajian, dan penarikan kesimpulan, dengan uji keabsahan menggunakan triangulasi dan member check. Hasil penelitian menunjukkan bahwa strategi kepala tata usaha meliputi perencanaan kinerja, pembagian tugas sesuai keterampilan, pembinaan dan pelatihan rutin, serta evaluasi berkala yang berkontribusi pada peningkatan disiplin, efektivitas, dan profesionalitas tenaga kependidikan. Tantangan utama meliputi resistensi sebagian staf terhadap rotasi tugas dan keterbatasan pelatihan eksternal. Solusi yang dilakukan berupa pembinaan rutin, motivasi personal, komunikasi terbuka, serta kerja sama dengan lembaga eksternal dalam penyelenggaraan pelatihan. Implikasinya,

strategi ini dapat diadaptasi oleh pengelola administrasi pendidikan melalui penguatan komunikasi organisasi dan kolaborasi eksternal guna meningkatkan kinerja tenaga kependidikan secara berkelanjutan.

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INTRODUCTION

Educational institutions serve as platforms for human resource development to achieve educational goals. Within the context of Indonesia's education system, madrasahs as part of the national education system play a strategic role in producing a generation that is not only academically excellent but also possesses strong skills and character. The success of a madrasah can be measured by the quality of the human resources involved, including students, teachers, and educational staff. In other words, an excellent madrasah is one that is capable of demonstrating optimal performance from all its components. An individual's performance can be assessed by the extent to which they apply themselves to the tasks assigned to them (Abdullah, 2022), and the quality of madrasahs is largely determined by the quality of their human resources, making human resources management a fundamental necessity that cannot be ignored (Yasin, 2011).

In the management of educational institutions, human resources play an integral role in operational processes. The success of an educational institution is often measured by the quality of its graduates. However, this success is determined not only by teaching staff but also by support staff who play a role in ensuring the smooth operation of the educational process. In Indonesia, support staff are still often viewed as less strategic than teaching staff, even though their presence is crucial to the effectiveness of educational services. The Directorate General of Teachers and Educational Personnel emphasizes that support staff play a strategic role in ensuring that the educational process runs optimally (Direktorat Jendral Guru, 2017).

Educational staff, particularly administrative staff, play a crucial role in providing administrative services to teachers and students. Well-organized and systematic administration supports the smooth operation of learning activities and the management of educational data. Ahfas, Harun, & Ibrahim note that educational staff are responsible for carrying out administrative, management, supervisory, and technical support functions to support the educational process in schools or madrasahs (Ahfas et al., 2018). Therefore, administrative staff do not merely serve as administrative personnel, but also play a vital role in the educational management system.

The quality of educational staff is greatly influenced by their skills and competencies. In the context of Indonesia's evolving education system, particularly with the growing demand for administrative digitization, educational staff are

required to be able to adapt to change. Ministry of Education Regulation No. 24 of 2008 on Standards for School/Madrasah Administrative Staff stipulates that administrative heads must possess managerial competencies in planning, organizing, supervising, and evaluating administrative activities. Competent administrative heads will be able to optimize staff potential in supporting the achievement of the madrasah's objectives (Anwar, 2011).

As the leader of the educational staff, the Head of Administration (KTU) plays a strategic role in the madrasah management system. The right strategy is needed to ensure that the management of educational staff is effective, focused, and sustainable. A strategy also serves as a tool for analyzing the organization's strengths, weaknesses, opportunities, and threats so that appropriate steps can be formulated (Chotimah, 2017). In addition, the strategy enables continuous improvement of weaknesses identified in previous periods (Mulyasa, 2021). Thus, the administrative head's strategy is a key factor in improving the performance of educational staff.

Nevertheless, research on administrative heads' strategies for improving the performance of educational staff in madrasahs tends to remain general in nature and has not yet extensively examined the concrete challenges faced in practice, particularly within the context of Islamic educational institutions in Indonesia. Therefore, this study offers a novel perspective by specifically highlighting the strategies of administrative heads in addressing real-world challenges, such as resistance to job rotation and limitations in external training. The situation at MAN 1 Tulungagung provides an empirical illustration of these issues. Based on initial observations, administrative management has been functioning quite well, as evidenced by a well-organized administrative system, easy access to data, and the active leadership of the administrative head. However, challenges remain in the management of educational staff human resources, particularly regarding task adjustments and competency development. This situation indicates that the administrative head's strategies must not only focus on planning but also on the ability to overcome various emerging obstacles.

Based on the above, this study aims to conduct an in-depth analysis of the administrative head's strategies for improving the performance of educational staff, including the challenges faced and the solutions implemented. This study is expected to contribute to the development of educational administration science, particularly within the context of madrasahs, and to serve as a practical reference for educational staff managers in Islamic educational institutions.

RESEARCH METHODS

The research method used in this study is a qualitative method with a phenomenological approach, which aims to explore and understand experiences and realities in depth and holistically without isolating them from the social and individual contexts under study (Creswell, 2014). The phenomenological approach was chosen because this study focuses on the subjective experiences of educational

staff in performing their duties and responding to strategies implemented by the administrative head, making it more appropriate than other approaches such as case studies, which tend to emphasize the institutional context in general. Qualitative data were obtained through data collection techniques including in-depth interviews, participant observation, and documentation. The research was conducted at MAN 1 Tulungagung. Primary data sources were obtained from four informants: one administrative head and three educational staff members, each assigned to the correspondence, archiving, and administration sections. Informants were selected using purposive sampling, considering their direct involvement in madrasah administrative activities. Research instruments included a semi-structured interview guide, observation sheets, and documentation relevant to the research focus. Secondary data were obtained from literature and supporting documents. During the research process, the researcher also adhered to ethical considerations, such as obtaining consent from informants, maintaining the confidentiality of respondents' identities, and ensuring that the data collected were used solely for research purposes. Data analysis was conducted in three stages: data condensation, data presentation, and drawing conclusions/verification. The analysis process involved grouping data from interviews and observations into specific categories, followed by coding to identify key themes related to strategies, challenges, and solutions for improving the performance of educational staff. Meanwhile, data validity was tested through source and method triangulation, extended observation, and member checking to ensure the validity and credibility of the research findings.

RESULTS AND DISCUSSION

Implementation of the Administrative Head's Strategies to Improve the Performance of Educational Staff at MAN 1 Tulungagung

The implementation of the administrative head's strategies to improve the performance of educational staff at the madrasah is not a standalone process but is carried out through systematic and interrelated stages. Based on the research findings, these strategies encompass planning, organizing, conducting guidance, and continuous performance evaluation. Each stage plays a crucial role in ensuring that improvements in the performance of educational staff are achieved optimally, while also addressing various challenges that arise in practice.

The Strategic Role of the Administrative Head in Performance Planning

The administrative head is one of the educational staff members who plays a strategic role in supporting the effectiveness of madrasah administrative management. This position is not only related to the execution of administrative tasks but also encompasses managerial functions in managing the human resources of educational staff. Based on the research findings, the administrative head's strategies for improving the performance of educational staff are implemented through systematic and continuous stages, ranging from planning to evaluation. Interview results with the administrative head indicate:

Interview results with the administrative head indicate: “Yes, I have a strategy for improving the performance of educational staff. I establish several stages in the strategic planning process. The first step I take is to evaluate the performance of educational staff from the previous year. Then, at the beginning of this year specifically in early January we hold a performance review meeting to assess the previous year’s results, identify areas that did not meet expectations or where challenges remain, and from there, we develop a strategic plan to improve educational staff performance so it can be effectively implemented. The second stage involves assigning tasks to the educational staff; the third stage involves regularly conducting internal mentoring and training for the educational staff; and the fourth stage is performance evaluation.”

Based on the administrative head’s statement, the strategy for improving the performance of educational staff is carried out through four main, planned, and continuous stages. The first stage is the evaluation of the previous year’s performance, conducted at the beginning of the year typically in January through a working meeting to review achievements and challenges faced, serving as the basis for developing new strategies. The second stage involves the proportional allocation of tasks among educational staff according to their respective capabilities and areas of work to ensure more effective task execution. The third stage involves internal mentoring and regular training to enhance discipline, professionalism, and the work capabilities of educational staff. Subsequently, the fourth stage performance evaluation is conducted to assess the effectiveness of the implemented strategies and determine future improvement measures. These four stages demonstrate that the administrative head employs systematic planning in managing human resources to enhance the quality and performance of educational staff at the madrasah.

The observation results also indicate the existence of an annual meeting involving the madrasah principal, vice principal, teachers, and educational staff as a concrete manifestation of the implementation of a planned strategy. This underscores that the administrative head does not merely play an administrative role but also serves as a driving force in improving the quality of educational staff at the madrasah. The following is the documentation:



Source: documentation based on interviews (meeting minutes)

In the context of educational staff management, strategy is understood not only as a technical measure but also as part of strategic management, which involves

a systematic process of formulating, implementing, and evaluating decisions to effectively achieve organizational goals (Saputra et al., 2025). This strategy aligns with the concept of tactical planning as described by Cascio and Boudreau, namely medium-term planning aimed at implementing parts of the strategic plan through resource allocation, scheduling, and the assignment of specific responsibilities. Performance evaluations conducted at the beginning of each year serve as the basis for assigning responsibilities, while task allocation and professional development programs are concrete forms of scheduling and strategy implementation to ensure that improvements in the performance of educational staff can be effectively achieved (Cascio & Boudreau, 2016). In line with Wibowo's concept, the administrative head is responsible for performance planning, which includes: setting general objectives based on organizational goals, scheduling performance planning discussions with staff, helping to determine priorities and critical objectives, reviewing subordinates' work plans and resource availability, supporting staff competency development, maintaining records of work objectives as a basis for performance evaluation, and developing monitoring methods to ensure employee performance progress (Wibowo 2011). Thus, the planning phase is not only the first step but also the cornerstone of the overall performance improvement strategy.

Competency-Based Task Allocation to Improve Work Effectiveness

The implementation of the administrative head's strategy at MAN 1 Tulungagung is realized through a structured division of labor aligned with the respective work areas of each educational staff member. Based on interview results, the administrative head explained that task allocation is conducted by considering performance, skills, and educational background, ensuring that each employee is placed in a position suited to their capabilities. Educational staff assigned to the administration, curriculum, library, cooperative, security, and cleaning departments have clear job descriptions; for non-civil servant employees, these are even outlined in annual employment contracts. This is supported by the interview findings:

The interview with administrative staff revealed: "The assignment of duties for educational staff aligns with the job descriptions/task assignments for educational staff. The way the administrative head assigns tasks to educational staff is tailored to their position, their educational qualifications, and their performance; if their performance is good, the administrative head can recognize their contributions. Assignments are also aligned with the skills possessed by the educational staff."

Based on interviews with administrative staff, it was found that the assignment of duties for educational staff at MAN 1 Tulungagung has been carried out proportionally and in accordance with each individual's job description (jobdesk). The head of administration determines the assignment of duties by considering the position's requirements, educational background, and individual performance. Assignments are made by aligning work areas with the qualifications and expertise of each educational staff member to ensure tasks are carried out optimally. Additionally, the head of administration provides recognition to

educational staff who demonstrate good performance as a form of motivation to enhance work enthusiasm and responsibility. This demonstrates that the administrative head applies the principle of competency-based placement (the right person in the right place) in an effort to improve the effectiveness and quality of educational staff performance at the madrasah. This is reinforced by the existence of a document outlining the division of administrative duties at MAN 1 Tulungagung. The documentation is as follows:

MADRASAH ALIYAH NEGERI 1 TULUNGAGUNG
URAIAN TUGAS KEPEGAWAIAN
TAHUN 2024

NO	NAMA	JABATAN FUNGSIONAL	URAIAN TUGAS
1	Agus Ali Imron	Pustadamad	<ul style="list-style-type: none"> Mengadministrasikan SIMPATIKA Mengadministrasikan Finger Print Mengadministrasikan data kepegawaian Mengumpulkan file data mengenai kelembagaan Pengelolaan administrasi perkantoran
2	Akhmad Zuniari	Penjaga Malam	<ul style="list-style-type: none"> Saat malam hari bertugas memeriksa seluruh pagar dan pintu ruang berkaitan dengan kunci di lingkungan MAN 1 Tulungagung Saat malam hari mengawasi, memeriksa, menjaga keamanan seluruh asset dari segala macam hal yang tidak diinginkan (pencurian, perampokan, kebakaran dan sebagainya) Saat pagi hari (sebelum jam KBM) bertugas membuka seluruh pintu kelas dan ruang-ruang lain (ruang guru, ruang waka/SKS, ruang UKS, ruang puskom dan ruang SC) Membersihkan Ruang Kepala Madrasah, Kantor TU, Ruang Guru, Ruang SKS/Ruang Waka, ruang puskom, dan ruang UKS) Membersihkan dan merawat kran serta pembuangan air dan toilet kamar mandi Kepala Madrasah. Mematikan dan menyalakan lampu serta kipas maupun AC di lingkungan madrasah sesuai dengan keperluannya.
3	Andika Putra Dimas	Kebersihan	<ul style="list-style-type: none"> Membersihkan lantai teras dan halaman madrasah (sehari minimal 2 kali) Membersihkan musholla guru (setiap hari) dan Ar-Raudloh (seminggu 3 kali) Membersihkan toilet guru (sehari 2 kali), siswa (setiap hari) dan wastafel yang ada di seluruh teras Gedung lantai 1, 2, dan 3 (seminggu 2 kali) Membersihkan ruang SC (seminggu 2 kali) dan sesuai kebutuhan Membersihkan lantai Gedung utara SC (seminggu 2 kali) Membersihkan dan merawat taman, kolam, aquarium, dan kandang ayam-burung (seminggu 1 kali) Membersihkan ruangan laboratorium dan perpustakaan sesuai kebutuhan

-1-

Source: documentation based on interviews (staff assignment documents)

These findings are consistent with existing management theories. According to George R. Terry, the division of labor is one of the fundamental principles of management that enhances organizational efficiency and productivity, as it allows each individual to focus more on their respective areas of work (Terry, 1972). This principle is clearly evident in the division of duties among the educational staff at MAN 1 Tulungagung, which has been structured according to their respective areas of work. Furthermore, Sustermeister emphasized that the division of labor must take staff members' capabilities into account, as aligning their expertise with their responsibilities will lead to improved work quality (Sustermeister, 1976). Therefore, the practice of division of labor at MAN 1 Tulungagung can be understood as a concrete application of classical and modern management theories that emphasize role clarity, the alignment of skills, and organizational effectiveness.

Mentoring and Training as a Competency Development Strategy

Mentoring and training are part of the implementation of key strategies to improve the quality of educational staff. Professional educational staff are not only required to possess technical administrative skills but must also be able to adapt to changes in the education management system, such as the digitization of administrative services and school governance. Interview results indicate:

Interviews with the administrative head revealed: "To improve the performance of educational staff, we rely on mentoring, training, and participating in informational sessions. Workshops are rare; what's more common are internal mentoring activities and program briefings, as there are usually new initiatives from higher-ups. In the mentoring activities I conduct, I always set a good example for

educational staff, such as arriving on time, maintaining discipline, completing tasks quickly and accurately by the deadline, and I always motivate educational staff to ensure their work doesn't slacken. As for training activities, these are usually conducted in accordance with directives from higher authorities; since we are under the Ministry of Religious Affairs (Kemenag), we follow directives from Kemenag, the regency, the province, and the central government."

Based on the interview with the head of administration, it was found that efforts to improve the performance of educational staff are carried out through mentoring, training, and outreach activities conducted routinely and continuously. Internal mentoring is the most frequently conducted activity, focusing on improving discipline and work ethic by setting a direct example, such as arriving on time, meeting deadlines, and maintaining a professional attitude while performing duties. The administrative head also consistently provides motivation and guidance to ensure the work enthusiasm of educational staff remains high. Meanwhile, training activities are primarily attended in accordance with directives from the Ministry of Religion, at the district, provincial, and national levels, as a means of enhancing competencies aligned with the institution's needs. This strategy demonstrates that the administrative head does not merely emphasize administrative aspects but also prioritizes human resource development through continuous mentoring and training to cultivate professional and highly competitive educational staff.

The interview findings, which highlight the importance of mentoring, training, and outreach for improving the performance of educational staff, align with human resource management theory, which states that mentoring and training are key strategies for developing competencies and enhancing the performance of educational personnel. This is further supported by documentation of training for educators and educational staff. The following are examples of such documentation:



Source: documentation based on interviews (workshop for teaching and non-teaching staff)

The findings of this study on school administrators' strategies for improving

the performance of educational staff are consistent with existing theories and previous research that emphasize the importance of continuity between training and coaching. According to Showers, initial training must be followed by coaching so that educational staff can consistently apply their new skills in the workplace (Showers, 1984). Meanwhile, research by Purwanto and Prasetya confirms that training and development programs, when combined with internal mentoring, have been shown to increase school staff participation and work effectiveness in achieving educational organizational goals (Purwanto & Prasetya, 2021).

Evaluation of Strategy Implementation Performance

The evaluation of the administrative head's strategy to improve the performance of educational staff at MAN 1 Tulungagung was conducted through the assessment of performance reports, direct discussions, and observations of staff members' fulfillment of their core duties, carried out every semester or on an individual basis if specific challenges arose. The evaluation results indicate that the strategy's effectiveness reached 95% because it enabled more systematic work organization, improved discipline, and strengthened administrative services, although there were challenges in the form of discomfort among some staff when assigned to new areas. This finding aligns with the perspective of John in Reeves, Smith, Forde, & Tomlinson, who emphasize that performance evaluation in education is not merely administrative but also serves as a tool for critical reflection for educational staff to improve the quality of their work and enhance professionalism (Reeves et al., 2002).

Based on the research findings, it can be concluded that the implementation of the administrative head's strategy at MAN 1 Tulungagung to improve the performance of educational staff is carried out through planning, task allocation, guidance and training, as well as routine evaluations. Planning begins with an annual performance meeting, followed by task allocation based on skills and educational background, as well as mentoring and training to strengthen competencies and work motivation. Evaluations are conducted every semester or on an individual basis if challenges arise, and these evaluations have proven effective in organizing work, improving discipline, and strengthening administrative services, although some staff still feel uncomfortable when assigned to new areas. Overall, the administrative head's strategy has proven to significantly contribute to improving the performance of educational staff and the professionalism of madrasah administrative management.

The implementation of the administrative head's strategy not only impacts the improvement of internal performance among educational staff but also has tangible implications for the quality of educational services at the madrasah. More organized, responsive, and accurate administrative performance contributes to the smooth operation of various academic services, such as student data management, learning administration, and the provision of educational documents. Students indirectly experience these benefits in the form of faster service, clearer information, and more effective administrative support in the learning process.

Furthermore, increased discipline and professionalism among educational staff create a more conducive work environment, which ultimately supports the creation of a high-quality educational ecosystem. Thus, the administrative head's strategies are not only focused on improving staff performance but also contribute to the overall enhancement of educational service quality. A challenge arises from the discomfort felt by some staff when assigned to new roles. This finding aligns with the perspective of John in Reeves, Smith, Forde, & Tomlinson, who emphasize that performance evaluation in education is not merely administrative but also serves as a tool for critical reflection for educational staff to improve the quality of their work and enhance their professionalism

Table 1. Summary of Research Findings

Strategy Stages	Field Implementation	Impact on Performance	Implications for Student Services	Supporting Theory
Performance Planning	Annual evaluation & work meetings	More focused work programs	More structured administration	Saputra et al. (2025), Cascio & Boudreau (2016), Wibowo (2011)
Task Allocation	Assignments based on skills & qualifications	Increased work effectiveness and efficiency	Faster and more accurate service	Terry (1972), Sustermeister (1976)
Coaching & Training	Regular coaching, motivation, and orientation	Improved discipline and professionalism	More responsive & friendly service	Showers (1984), Purwanto & Prasetya (2021)
Performance Evaluation	Periodic evaluations & job rotation	Increased adaptability (despite some resistance)	Increased readiness for digital services	Reeves et al. (2002)

Challenges Faced in Strategy Implementation

The challenges in implementing the Administrative Head's (KTU) strategy to improve the performance of educational staff are closely tied to various internal and external factors. One of the main challenges is resistance from some educational staff toward changes in work systems or job rotations that they perceive as incompatible with their experience and skills. This phenomenon of resistance indicates that organizational change, particularly in an educational context, is not merely about technical aspects but also involves psychological readiness and individual competence in adapting to change.

Based on interviews with the administrative head, the implementation of strategies faces the obstacle of resistance from some staff toward the task rotation policy. Work rotations implemented to align with the madrasah's needs—especially in adapting to the digital era are not always received positively. Some educational staff feel uncomfortable or disappointed because their new assignments are perceived as not aligning with their existing skills, even though the primary goal of

rotation is to develop competencies and enhance readiness for digitalization. This finding aligns with the research by Tariq & Mehmood, which emphasizes that resistance to digital transformation within educational institutions often arises due to competency limitations and a lack of organizational support (Tariq & Mehmood, 2021).

However, when viewed from another perspective, resistance to change is not always negative; rather, it can serve as an indicator of a gap between organizational policies and the readiness of human resources. In this context, Robbins & Judge explain that resistance to change is a natural human response that can be minimized through effective communication, employee engagement, and adequate training (Robbins & Judge, 2017). Therefore, the job rotation implemented by the administrative head actually holds strategic potential for enhancing the competencies of educational staff, provided it is balanced with an adaptive and participatory approach.

In addition to internal factors, external challenges also pose obstacles to the implementation of the strategy, particularly regarding the lack of training support from external agencies, especially the Ministry of Religious Affairs. Based on interview results, it was found that external workshops or training sessions are rarely conducted, leading educational staff to rely more heavily on internal development programs held at the madrasah. This limitation results in limited access to new insights, particularly in the areas of modern administration and digital skills, which are increasingly in demand. Consequently, the capacity building of educational staff tends to progress slowly and lacks variety.

This finding aligns with the research by Mekawati & Wijaya, which emphasizes that the lack of continuous training is a significant barrier to the professional development of madrasah educational staff (Mekawati & Wijaya, 2023). The study by Hasanah et al. also shows that the limited availability of external workshops has an impact on the low quality of management and the effectiveness of madrasah staff (Hasanah et al., 2020). On the other hand, several recent studies emphasize that collaboration with external institutions, such as universities or professional training organizations, can serve as an alternative solution to address these limitations (Darling, et al., 2017). This indicates that the development of educational staff competencies should not rely solely on government agencies, but can also be expanded through more flexible partnership networks.

The implications of these findings suggest that other madrasahs facing similar challenges can adopt more adaptive strategies, such as combining job rotations with needs-based training programs, strengthening organizational communication to reduce resistance, and collaborating with various external parties to improve access to training. Additionally, policy support from relevant agencies is needed to expand professional development programs for educational staff in a sustainable and equitable manner.

Based on the research results, it can be concluded that the implementation of the administrative head's strategies to improve the performance of educational staff

faces two main challenges. First, an internal challenge in the form of resistance from some staff toward job rotations perceived as mismatched with their experience and skills, leading to discomfort despite the aim of competency development. Second, an external challenge in the form of limited training from external agencies that hinders the capacity building of educational staff. These two challenges indicate that the success of the strategy is determined not only by good planning but also by the readiness of human resources and adequate support from external systems.

Solusi untuk mengatasi tantangan implementasi strategi

Resistance from some educational staff to changes in work systems or job rotations is to be expected, given that not all employees are prepared to adapt to new roles. This situation can lead to discomfort, uncertainty, and even a decline in work motivation. In the context of educational organizations, resistance to change often arises due to a lack of understanding of the goals of the change and limited professional support (Umar et al., 2025). Without a clear strategic direction, schools risk operating reactively rather than proactively, resulting in unfocused programs and suboptimal outcomes (Yusuf et al., 2025).

In addressing these challenges, the Administrative Head (KTU) of MAN 1 Tulungagung has implemented various strategies, including regular mentoring, personal motivation, and effective communication. Mentoring is carried out by setting an example of discipline, providing clear work instructions, and conducting periodic performance evaluations so that staff can adapt to new demands. This approach aligns with the concept of a professional learning community, which emphasizes the importance of collaboration, effective communication, and continuous learning in enhancing individual and organizational capacity (Hendrickx et al., 2025).

Based on the research findings, this strategy has proven effective in minimizing resistance among educational staff to changes in work systems and job rotations. A routine coaching approach combined with personal motivation fosters a conducive work environment, boosts staff confidence, and strengthens work discipline and professionalism. This aligns with Herzberg's theory, which states that work motivation is influenced by motivators such as recognition and responsibility, as well as hygiene factors such as communication, supervision, and the work environment (Herzberg, 1966). Thus, the combination of intrinsic motivation and workplace support is a key factor in enhancing employee satisfaction and performance.

In addition to resistance to change, another challenge faced is the lack of external training support, particularly from relevant agencies such as the Ministry of Religious Affairs. Some educational staff stated that opportunities to participate in external training remain limited and tend to be offered only to civil servants. This situation means that competency development relies more heavily on internal training. To address this, the KTU not only optimizes internal training but also seeks to establish partnerships with non-formal training institutions, universities, and

professional organizations. This strategy aligns with findings that the capacity of educational staff can be strengthened through external collaboration and the formation of professional learning communities (Wibowo et al., 2024).

Overall, the implemented solutions proved effective in addressing various challenges, both internal and external. Regular coaching, personal motivation, and effective communication not only helped educational staff adapt to change but also improved performance and supported the optimal achievement of organizational goals. However, this study has limitations that should be noted. First, the limited number of informants may affect the generalizability of the research findings. Second, this study was conducted at only one location, namely MAN 1 Tulungagung, so the findings may not fully represent conditions at other educational institutions with different characteristics. Third, limited access to external training data may also affect the depth of analysis regarding the development of educational staff competencies. Therefore, future research is recommended to involve more subjects and diverse locations to obtain a more comprehensive picture.

CONCLUSION

Based on the research findings, the implementation of the strategies employed by the Head of Administration at MAN 1 Tulungagung to improve the performance of educational staff was carried out systematically through evaluation-based planning, task allocation based on competencies, ongoing guidance and training, and periodic evaluations. These strategies have proven to improve not only discipline and work effectiveness but also the quality of administrative services, the accuracy of data management, and the professionalism of educational staff. Nevertheless, its implementation faces challenges in the form of resistance to task rotation and limitations in external training. These issues were addressed through routine mentoring, personal motivation, open communication, and collaboration with external institutions. This study is limited to a single location and a limited number of informants, so the generalizability of the findings remains limited. Therefore, future research is recommended to expand the scope and examine digital-based administrative strategies. Practically, these findings can serve as a reference for educational institution leaders in developing adaptive and sustainable strategies for managing educational staff.

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