

An analysis of the implementation of educational administration from various areas of school management at SMP Negeri 18 Padang

Hildayatul Putri¹, Puty Rahma Delvia², Irsyad³

¹ Department of Chemistry, Padang State University, Padang, Indonesia

² Department of Chemistry, Padang State University, Padang, Indonesia

³ Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received December 6, 2025

Revised December 14, 2025

Accepted December 17, 2025

Available online April 28, 2026

Keywords:

educational administration, school management, implementation



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2026 by Author. Yayasan Mitra Edukasi Teknologi Dan Inovasi Digital

ABSTRACT

This study aims to analyze the implementation of educational administration across various school management areas at SMP Negeri 18 Padang, including curriculum administration, finance, facilities management, office administration, and student services. This research employed a qualitative descriptive method with data collected through observation, interviews, and documentation. The findings indicate that educational administration is generally implemented, particularly in curriculum and office administration. However, several weaknesses were identified, including manual-based recording systems for financial transactions, facility inventories, and student documentation. Additionally, the absence of written Standard Operating Procedures (SOP) and limited digital administration systems contributes to administrative inefficiency. Based on these findings, administrative digitalization, staff competency development, and SOP development are required to improve the quality, accountability and efficiency of school administration.

Corresponding Author:

Hildayatul Putri

Email: hildayatulputri1075@gmail.com

1. INTRODUCTION

Education has a strategic role in improving the quality of human resources, so that the implementation of education requires structured, systematic and professional management and administration (Rahmadani et al. al. , 2024). Educational administration functions not only as a recording or documentation activity, but also as a vital part of the school management process to ensure all activities run according to established goals and standards. With good administration, schools can carry out their educational functions effectively and provide quality services to students, teachers, parents, and other relevant parties. Educational administration essentially encompasses a series of planning, organizing, implementing, and monitoring activities aimed at achieving educational goals efficiently and effectively (Arikunto , 2019). In practice, administration is not only concerned with document recording but also serves as an instrument for managerial decision-making at the school level. Good administration enables schools to have accurate, structured, and accountable data as a basis for formulating school development policies and programs.

Furthermore, educational administration encompasses various interrelated aspects, from human resource management, finance, facilities and infrastructure, curriculum, to administration and academic services (Nurhayati & Usnur , 2024). Each administrative component requires a well-planned work mechanism to ensure efficient and transparent school operations. Disturbances in one area of

administration can impact other areas, making coordination and planning crucial elements of educational management.

In the era of technological advancement, the role of educational administration is increasingly evolving toward digital-based work systems to increase effectiveness, accountability, and information accessibility. Schools that implement modern administration supported by digital systems have the potential to improve service quality and strengthen institutional governance. Thus, educational administration plays a vital role in creating an organized, professional school environment oriented toward continuous improvement in educational quality. Afriansyah and Suryadi (2023) stated that digitalizing school administration is a strategic step to improve work efficiency, reduce recording errors, and strengthen educational institution governance. However, not all schools are ready to optimally implement digital-based administration systems, especially those with limited facilities, infrastructure, and human resource competencies.

In junior high schools like SMP Negeri 18 Padang, the implementation of educational administration is quite complex because it encompasses various aspects of school management, from managing teaching and administrative staff, financial management, curriculum development, facility and infrastructure management, to student administration and the daily teaching and learning process. This complexity demands an organized work system so that all educational activities can run effectively. In line with Asmariyanti's view, et (2024), understanding and implementing good educational administration in every area of management is an important requirement for the learning process in schools to take place in an orderly, efficient manner, and in accordance with applicable standards. At the junior high school level, administrative complexity increases due to the involvement of various management areas such as curriculum, human resources, finance, facilities and infrastructure, and student administration. Rahayu and Wijaya (2022) explain that managing secondary school administration requires cross-sector coordination to ensure all educational services run smoothly and sustainably. Disturbance in one administrative area has the potential to disrupt other areas and hinder the achievement of overall educational goals.

In a theoretical review of educational administration, there are four main functions that form the operational basis of its implementation: planning, organizing, directing, and supervising. These four functions are integrated to create effective school governance. Through the planning process, educational objectives are clearly formulated and then translated into work programs through effective organization. Furthermore, the directing function plays a role in ensuring that all educational implementers understand their duties and responsibilities, while the supervisory function is used to ensure educational activities are carried out according to plans, standard procedures, and established success indicators.

The implementation of educational administration is not merely about record-keeping or technical administrative activities, but is part of a strategic effort to build professional, accountable , and responsive school governance to learning needs. Good administrative implementation directly contributes to improving the quality of educational services and achieving the institution's goal of developing students with character, competence, and the ability to adapt to changing times.

However, administrative practices in schools often face challenges such as limited human resources (including the competence of administrative staff), less than optimal utilization of facilities and infrastructure, and the need to adapt to developments in the era and technology (Yonanda et al., 2025) . Therefore, an analysis of the implementation of educational administration in schools such as SMP Negeri 18 Padang is important, to identify which aspects are running well, which need improvement, and how school management can make improvements systematically.

This study aims to conduct an in-depth analysis of the implementation of educational administration at SMP Negeri 18 Padang from various aspects of school management. This study aims to uncover the quality of administrative implementation, the extent to which management functions are carried out, and any obstacles and potential improvements. The results of the analysis are expected to provide strategic recommendations for the school to strengthen administrative governance, thereby improving educational quality, learning effectiveness, and educational outcomes.

2. METHOD, DATA, ANALYSIS

The research method used in this study is a qualitative descriptive method , because this study aims to describe in depth the implementation of educational administration in various areas of school

management at SMP Negeri 18 Padang. The research subjects included the principal, vice principal for curriculum, treasurer, teachers, educational staff (Administration), and several students as data supporters. Data collection techniques were carried out through direct observation , semi-structured interviews , and documentation. Administrative documents such as the curriculum, organizational structure, class schedules, administrative standard operating procedures (SOPs), financial reports, and student data archives were reviewed. The use of these data collection techniques was intended to ensure richer, more accurate, and more relevant data to the research focus.

The collected data were then analyzed using the Miles and Huberman interactive analysis model which includes three stages, namely data reduction, data presentation, and drawing conclusions (Johnny Miles, Matthew B. Huberman, 2014) . Data reduction was carried out by sorting information according to the categories of educational administration fields such as curriculum management, infrastructure, finance, human resources, and student administration. Furthermore, the data were presented in the form of narratives, tables, and thematic findings according to the results of field research. To ensure the validity of the data, this study used source triangulation and technical triangulation techniques , so that the resulting data were reliable and met qualitative research standards. With this method, the results of the study were expected to provide a factual picture of the effectiveness of the implementation of educational administration and areas that need to be improved at SMP Negeri 18 Padang.

3. RESULTS AND DISCUSSION

Result

a. Overview of Administration Implementation

The implementation of educational administration at SMP Negeri 18 Padang has generally been carried out in accordance with the school's functions and organizational structure. This is evident in the existence of well-organized administrative documents, a clear division of tasks, and work processes that follow the school's management flow. However, the level of administrative implementation varies across management areas, resulting in uneven effectiveness of school administration. Overall, the school has demonstrated a commitment to implementing educational administration, although several aspects still need improvement to optimize the administrative process.

Academic administration is one of the most organized and systematic areas. Documents such as the curriculum, semester programs, class schedules, and student attendance lists are well-managed and use standard formats. Furthermore, reporting on learning activities is supported by long-standing administrative routines, ensuring a more stable workflow. The secretarial department also demonstrates a high level of order, particularly in the management of correspondence, school archives, and student data. Structured and routine work patterns support the smooth operation of this area. Although some areas appear well-organized, financial administration still faces several challenges, particularly in the sustainability of data recording and storage. The financial management process still utilizes a combination of manual and digital systems, making record-keeping time-consuming and prone to data inaccuracies. Furthermore, budget reporting and supporting documentation require further refinement for greater accessibility and accountability. This highlights the need for system adjustments to enhance financial management efficiency and accountability.

Administration of facilities and infrastructure is also an area that still requires improvement, particularly in terms of data collection and updating of school inventories. The inventory process is still manual, so data validity and real-time updates cannot be fully guaranteed. This situation results in information related to school assets not being comprehensively documented and structured in a single, integrated system. Therefore, one of the main challenges is increasing the digitization of administration so that all areas can be managed in a modern, efficient manner, and support the development of more professional school management.

b. Findings Based on School Management Field

The following is a summary of the results by management area:

Management Field / Administrative Aspect	Implementation Conditions at SMP Negeri 18 Padang (simulation)	Notes / Weaknesses
Curriculum & Academic Management	Curriculum policies have been outlined; lesson schedules and class distribution are recorded.	Some student data (attendance, achievement records) still use manual books - prone to loss / damage
Student & Teacher Administration	Teacher and student data is stored; administrative correspondence (permits, assignment letters) is carried out according to procedures.	Physical archiving is less systematic; old archives are not digitized → access is difficult
Financial administration	Recording of nominal income & expenses is carried out; there is basic transparency	The system is still manual; transaction evidence is sometimes not stored properly → potential for error
Facilities and infrastructure	Inventory of recorded facilities; classrooms and main facilities recorded	There is no recorded routine maintenance system → the condition of the facilities sometimes decreases in quality
School Service & Administration	Administrative services (new student admissions, re-registration, permits) are running	Poorly documented service procedures; slow response to complaints

c. Interview Results

Interviews with the principal indicate that the implementation of educational administration at SMP Negeri 18 Padang has, in principle, followed the school-based management structure and flow established at the beginning of each academic year. Administrative planning begins with a school work meeting, the preparation of an educational calendar, and the establishment of a school operational plan covering the areas of curriculum, finance, personnel, and infrastructure. Each section is assigned clear tasks and responsibilities so that administrative activities have direction and guidelines that align with school management standards. This demonstrates the institution's commitment to managing educational administration in a planned manner.

However, administrative implementation does not always run smoothly throughout the year. The principal stated that the dynamics of academic activities, such as mid-semester assessments, report card preparation, and end-of-year activities, often lead to changes in the administrative rhythm. During certain periods, the workload increases, requiring adjustments in time management and coordination between departments. These fluctuations indicate that administrative mechanisms still need strengthening to maintain consistency despite the high school activity. A more in-depth explanation regarding academic administration was obtained from the vice principal for curriculum. He stated that all curriculum documents, from the curriculum structure and lesson schedules to teacher assignments and learning materials, had been compiled through a process of coordination and analysis of the school's needs. This compilation was carried out collaboratively, taking into account the number of study groups, the availability of teaching staff, and student needs. Administratively, the curriculum department has demonstrated orderliness in the storage and processing of academic documents.

However, the majority of academic administration documents are still managed manually in the form of physical archives. This situation makes storing, searching for information, and revising documents less efficient. The lack of administrative technology training and the lack of an integrated digital system are among the main causes of the suboptimal digitization of academic documents. Therefore, schools need a technology-based administrative development strategy to make academic data management more modern, quickly accessible, secure from the risk of loss, and support the effectiveness of overall educational administration services.

Interviewed teachers confirmed previous findings that academic administration at SMP Negeri 18 Padang is the most structured compared to other administrative areas. One teacher stated, *"In general, the curriculum and schedule administration are well-organized — teachers know when to teach and which classes to teach."* This indicates a clear division of tasks and a well-functioning scheduling system. The availability of academic documents such as lesson schedules, study group lists, and learning materials is an indicator of administrative order in this area. However, the same teacher also added that academic administration flexibility still needs to be improved, as sudden schedule changes are still common. He stated that schedule revisions are not always communicated through a centralized system, resulting in delays in receiving information about changes. This situation indicates that coordination and information delivery mechanisms are not yet fully optimized, especially in situations requiring a rapid response. This can impact the smoothness of the learning process and the overall effectiveness of academic administration.

Several other teachers also paid special attention to the implementation of student attendance administration. They explained that the attendance recording process is still entirely manual, using class attendance books. Every day, teachers must record attendance, which is then periodically summarized for reporting purposes. This process is time-consuming, especially in classes with a large number of students. Furthermore, the reliance on physical documents makes this process vulnerable to damage or data loss.

Some teachers also expressed concerns about accuracy, as typos in attendance records are sometimes not identified until the recapitulation stage. This situation has the potential to lead to inaccuracies in student discipline assessments based on attendance data. Teachers believe that a digital-based attendance system or school app would help reduce technical errors, expedite data recapitulation, and improve the quality of administrative documentation. However, schools still rely on conventional methods due to limited equipment and system support. Financial administration is the most prominent area of weakness in the implementation of educational administration in schools. The school treasurer explained that all transactions are still recorded manually in a cash book. He said, *"School financial records are still manual; sometimes receipts get lost, making spending difficult to track."* This indicates that the financial reporting system has not yet followed the recommended digitalization standards for modern school financial management. The risk of data errors is higher because the recording process requires high accuracy and consistency.

Furthermore, the financial reporting process still faces challenges due to an unorganized transaction evidence archiving system. The treasurer added that receipts or proof of purchase are often not stored immediately after the transaction, making them easily mixed with other documents. This situation results in the process of preparing financial reports at the end of the month or semester taking longer. In some cases, reports have even had to be revised due to discrepancies between cash records and physical evidence. This highlights the need for a more organized, digital-based archiving system to maintain transparency and accountability. Overall, interviews with teachers and treasurers indicate that educational administration is functioning, but its effectiveness varies across sectors. Academic administration demonstrates a well-coordinated work pattern, while attendance and financial administration require improvement, particularly regarding digitalization and archiving systems. These findings reinforce the conclusion that schools need to develop technology-based administrative systems to be more efficient, accurate, and accessible to all parties involved.

An administrative staff member provided a fairly detailed overview of the challenges in archiving student documents. He explained that documents such as report cards, registration files, achievement records, and official letters must be stored in large volumes. He said, *"Student document archiving is quite dense — if not archived promptly, it quickly fills up and becomes difficult to retrieve."* This indicates that the storage system used does not yet comply with modern archiving standards and is not supported by the digitalization process. TU staff also reported that some older documents had suffered damage due to age, such as faded or brittle paper. This situation makes it difficult for parents or external agencies to find copies of certain documents for administrative purposes. The lack of a digital indexing or scanning system makes searching time-consuming, especially for files of students who have graduated long ago.

The administration of facilities and infrastructure also presented significant challenges. One teacher complained about the slow pace of facility maintenance, stating, *"The classrooms and labs are there, but maintenance is sometimes delayed — the air conditioner broke down a week before report cards, and there was no time to fix it."* This statement confirms that the school lacks a structured routine

maintenance schedule, resulting in repairs only being undertaken when the damage is already disrupting learning activities.

Furthermore, the infrastructure inventory data has not been updated regularly. Teachers explained that some damaged items are still listed as active in the inventory, while new items are sometimes not immediately added to the list. This data discrepancy makes it difficult for schools to prepare aid or procurement reports for relevant agencies. Regarding school administrative services, the vice principal for student affairs explained that various services, such as letter preparation, activity permits, and student data management, are already in place. However, he acknowledged that there are no written standard operating procedures. As a result, service processes are inconsistent, depending on the daily practices and experience of each individual staff member.

Several students interviewed stated that the school's administrative services were quite helpful, but the process could be slow when many students needed services at the same time. They explained that long lines often occurred during re-registration, obtaining permits, or collecting documents. Furthermore, they felt that information regarding service procedures was not always communicated transparently, leading to confusion. The student council advisor added that coordination between administrative departments still needs improvement. He explained that when the student council needs certain facilities for activities, information regarding availability of space or equipment is not always up-to-date. This situation sometimes causes student activities to be delayed or postponed suddenly, reducing the effectiveness of planning.

In the area of activity documentation, several teachers reported that preparing school activity reports was an additional burden due to the lack of standard guidelines. They acknowledged that reports are important for accountability to the school and the department, but the preparation process is time-consuming and often requires multiple revisions. This indicates that administrative training for teachers remains very limited. The overall picture from all informants indicates a collective awareness that school administration is progressing, but has not yet reached its optimal level. The entire school community recognizes that document digitization, the development of standard operating procedures (SOPs) across all areas, improving administrative skills, and improving the coordination system are crucial steps that must be taken. This awareness provides strong social capital for the school to improve the quality of administration in the coming years.

Discussion

Based on observations and interviews, administrative implementation at SMP Negeri 18 Padang indicates that most administrative processes are running according to the school's organizational structure. Academic and secretarial administration appear more organized and well-managed than other areas. This is evident in the regularity of class schedules, student attendance lists, learning materials, and the relatively well-archived correspondence system. This demonstrates that the management structure is functioning effectively in managing administrative workflow.

This situation aligns with Huda's (2022) opinion, which explains that a clear management structure, supported by a proportional division of tasks between teachers and staff, is a crucial foundation for orderly and consistent educational activities. With a clear division of authority, each department can carry out its functions without overlapping or confusing workflows. This also supports coordination between school units, ensuring that both routine and incidental tasks can be handled according to established mechanisms. However, while some areas appear well-organized, challenges remain in the administration process related to document processing and archiving. Student and teacher data, as well as administrative documents, are still managed using a manual system based on physical archives. This leaves documents vulnerable to loss, damage, and lengthy data retrieval or verification processes. This challenge arises especially when schools require historical data, for example, for student transfers, teacher performance reports, or administrative audits.

Archives management was one of the main issues identified in this study. Student archives and administrative documents are still stored in physical form, making them vulnerable to damage and difficult to access. Handayani and Prasetyo (2021) stated that unsystematic archives management can lead to work inefficiencies and potentially lead to the loss of important data. The success of educational administration is inextricably linked to the competence of the human resources who manage it. Mulyasa (2021) emphasized that school-based management requires educators and staff with administrative, communication, and technology skills. In this study, the limited capabilities of administrative staff in

managing digital systems were identified as a major obstacle to improving the quality of school administration.

Wahyuni and Rahman (2024) added that digital administration and literacy training are crucial factors in improving the performance of educational staff. Without adequate training, the implementation of a digital administration system will not run optimally. Therefore, improving human resource competencies needs to be a priority in the development of educational administration at SMP Negeri 18 Padang . These findings align with Laeliah's (2025) view that the use of manual administration systems has the potential to create inefficiencies and slow down administrative service processes. Furthermore, manual systems are considered less adaptable to the needs of modern education, which demands speed of access, information accuracy, and secure and standardized data storage. This demonstrates the need for administrative transformation to align with developments in educational management technology.

In the context of current school management, Laeliah (2025) emphasized that implementing digitalization through a School Management Information System (SIMS) or similar platform can significantly improve administrative effectiveness. Digital systems allow for the storage of student, teacher, attendance, financial, and school inventory data in a single, integrated database. This allows for faster, more accurate, and more standardized information retrieval, reporting, and document distribution. Although SMP Negeri 18 Padang has implemented its administration quite well in several areas, improvements are still needed, particularly in the areas of digitalization, data management, and document archiving. Implementing a technology-based system and improving human resource competency in digital administration has the potential to propel the school toward more modern, efficient, and sustainable administrative management in line with developments in the world of education.

The administrative implementation at SMP Negeri 18 Padang shows that several aspects, particularly academic and secretarial administration, are quite structured. The process of scheduling, class organization, and teacher assignments follows a relatively orderly work pattern, thus supporting the continuity of the learning process. This aligns with Huda's (2022) view that well-organized administration is a crucial foundation for educational institutions to create a consistent and efficient workflow. Therefore, the existing administrative structure demonstrates that the school has a strong management foundation, although there is still room for improvement. Although some systems have been operating well, findings indicate that most administrative processes, particularly student and teacher data archiving, are still performed manually. Physical document-based recording systems are considered vulnerable to data loss, archive damage, and require long time-consuming data retrieval. This situation reflects Laeliah's (2025) assertion that manual methods for information management tend to be ineffective in the digital age, especially as document volumes increase and the need for faster and more flexible data access increases.

In line with these challenges, recent literature suggests that administrative digitization is a necessary strategic step. Digital systems such as the School Information Management System (SIMS) are considered capable of increasing work effectiveness and efficiency because they integrate various administrative functions into a single platform. Laeliah (2025) emphasized that implementing digital systems allows schools to manage student data, attendance, curriculum, teacher absences, and academic reporting more quickly and accurately. Given that SMP Negeri 18 Padang still uses manual methods, digitalization is an urgent need to support more modern administrative performance. In addition to data and documentation, financial administration is another area that requires strengthening. A non-digital transaction recording system is considered potentially misleading, leading to difficulties tracking expenditures, and weak transparency oversight. This is reinforced by the findings of Ariesta et al. (2025), who stated that digitizing educational finance can improve accountability, simplify audits, and reduce the potential for data manipulation or loss of payment records. Therefore, improving an app-based financial system is a crucial part of school administration development efforts.

Not only academic and financial administration, but also school facilities and infrastructure management were found to be suboptimal. Although inventories were recorded, there was no regular inspection system or scheduled maintenance mechanism. Andriani & Hidayat (2023) emphasized that school asset management involves not only data collection but also condition monitoring, inventory updates, and oversight mechanisms to ensure facilities remain suitable and support the learning process. Recent findings indicate the absence of formal SOPs (Standard Operating Procedures) governing the flow of certain administrative services, such as new student admissions, permit

applications, and complaint handling. When procedures are undocumented, service operations become dependent on staff experience or habits, significantly increasing the potential for inconsistency. Recent literature confirms that SOPs are a crucial tool for maintaining service standards, ensuring work continuity, and facilitating training for new administrative staff. Therefore, developing SOPs is a priority step in strengthening the administrative system at SMP Negeri 18 Padang.

Anwar and Lestari (2022) emphasized that orderly and systematic administration directly contributes to improving the quality of services to students, teachers, and parents. Weak administration can lead to information delays, data errors, and work inefficiencies, ultimately impacting the quality of learning and the school's image. Human resource constraints are a significant factor influencing administrative effectiveness at SMP Negeri 18 Padang. According to Andriani & Hidayat (2023), the quality of school administration is significantly influenced by the competence, experience, and skills of administrative staff. Without ongoing training and adequate support, improving administrative quality is difficult. In this school context, some staff are still accustomed to manual work and are not yet fully prepared to manage data digitally, making changes to the administrative system a challenge.

In addition to human resources, technological infrastructure readiness also plays a significant role in the successful implementation of digital-based administration. Jennah et al. (2025) emphasized that the school digitalization process depends not only on the availability of computers, but also on the quality of the internet network, software support, and technical sustainability. At SMP Negeri 18 Padang, the availability of technological devices is still limited, so administrative digitalization has not been optimally implemented. This results in the school still relying on manual recording for finances, attendance, and other important documentation. These findings align with Pratama and Sari (2023), who argued that the main challenge in educational administration in the digital era is the low readiness of systems and human resources to adopt information technology. Adopting information technology also requires adequate digital literacy among all parties involved in school administration. Many educational institutions face difficulties not because technology is unavailable, but because users are not yet ready to adapt. Findings by Jennah et al. (2025) indicate that training and mentoring are key factors in the success of administrative digitalization. Therefore, human resource readiness needs to be well-planned to ensure the transition to digital administration does not create resistance or errors. Despite the challenges of digitizing administration, numerous studies show significant long-term benefits. Schools that successfully implement digital administration systems can improve service delivery speed, minimize recording errors, and strengthen transparency and accountability to both internal and external parties. Furthermore, more responsive and organized administrative services will positively impact student, teacher, and parent perceptions of the school's overall performance.

Considering these challenges and opportunities, administrative transformation at SMP Negeri 18 Padang can be implemented in stages through strategies to improve human resource competency, provide technological tools, develop digital standard operating procedures (SOPs), and assist with the implementation of the school's administrative information system. These stages are necessary to ensure the change process runs smoothly and does not disrupt ongoing administrative services. If this strategy is realized, the school has the potential to achieve a more modern, efficient, and sustainable administrative system. Therefore, the research findings at SMP Negeri 18 Padang, which show strengths in academic/administrative administration but weaknesses in finance, archives, and infrastructure, can be understood as a reflection of the school's continued use of a largely manual system. Literature suggests that to improve overall administrative effectiveness, digital transformation, the development of standard operating procedures (SOPs), staff capacity building, and consistent improvements to the maintenance and reporting systems are needed.

Overall, research findings indicate that well-organized and managed educational administration contributes significantly to improving the quality of school services. Sugiyono (2020) stated that systematic administrative management supports the creation of an effective and conducive work environment for achieving educational goals. Weak administration, on the other hand, can hinder school performance even with the availability of other resources.

Based on the discussion, it can be concluded that the implementation of educational administration at SMP Negeri 18 Padang has been running well, especially in the academic and secretarial administration aspects, which show a fairly well-organized work structure. However, reliance on manual systems for recording, archiving, finance, and data management results in a number of weaknesses, such as the risk of document loss, information delays, slow work processes, and low

efficiency. This condition indicates a gap between the school's operational needs and the currently implemented administrative system, especially in facing the demands of modern education that require speed, accuracy, and transparency in governance.

Fauzan and Kurniawan (2024) emphasized that implementing a School Management Information System (SIMS) can improve academic administration efficiency, accelerate data access, and minimize recording errors. Administrative digitization enables the integration of student, teacher, financial, and infrastructure data into a single, centralized system. In the context of SMP Negeri 18 Padang, digitization is a strategic necessity to address issues of information delays, difficulty finding documents, and inaccurate administrative reports.

Several strategies can be implemented to improve administrative effectiveness, including the integration of school management information systems (SIMS), improving the competency and training of administrative staff, implementing clear standard operating procedures (SOPs), and implementing regular maintenance mechanisms for administrative support facilities and infrastructure. Implementing these strategies is believed to improve professionalism, accountability, and the overall quality of school administrative services. Therefore, transforming administration toward a more modern and digital system is a crucial step in supporting responsive and sustainable school management.

4. CONCLUSION

Based on the research results, it can be concluded that the implementation of educational administration at SMP Negeri 18 Padang has been running according to the structure and respective work areas. Curriculum and administrative administration are the most organized areas, where documents such as class schedules, teacher assignments, and correspondence have been carried out procedurally. However, administrative implementation is not yet fully optimal because most administrative activities are still carried out manually. This results in delays in information delivery, the risk of document loss, and difficulties in compiling school reports.

Furthermore, the areas of financial administration, infrastructure, and school services still face challenges such as a lack of digital systems and a limited standard operating procedures (SOPs). Limited human resource competency in digital administration also poses a barrier to improving the quality of educational administration. Overall, all school members demonstrate an understanding and awareness of the importance of orderly and modern administration, thus offering ample potential for improvement if appropriate policies are implemented.

Based on the research findings, it is recommended that SMP Negeri 18 Padang gradually implement a digital-based administration system, starting with the most urgent areas such as student documentation and school finances. The school also needs to develop written SOPs for all administrative areas to standardize and sustain work processes. Furthermore, training to improve the competency of administrative staff is essential, particularly regarding the use of information technology and electronic document management. These steps are expected to enable more effective and efficient school administration and support the continuous improvement of educational quality.

5. ACKNOWLEDGE

The author would like to express his sincere gratitude to all parties who have assisted in the preparation of this research. Thank you to the Principal, teachers, administrative staff, and all members of SMP Negeri 18 Padang who have provided valuable opportunities, time, and information throughout the research process. He also extends his deepest appreciation to his supervisor who provided guidance, direction, and constructive feedback, which ensured the successful completion of this research. He would also like to express his gratitude to his family, fellow students, and other parties who provided moral support and technical assistance in the preparation of this report. May all assistance and kindness be rewarded with greater good.

6. REFERENCES

- Afriansyah, R., & Suryadi, A. (2023). Implementation of Digital-Based School Administration Management. *Journal of Educational Management* , 8(1), 45–56.
- Andriani, N., & Hidayat, M. (2023). School Administration Management. *Pelita Nusantara Journal* , 1 (2), 215 - 220.

- Anwar, S., & Lestari, D. (2022). The Role of Educational Administration in Improving the Quality of School Services. *Journal of Education and Public Policy* , 6(2), 134–142.
- Ariesta, A., Pratama, A., & Wildanah, F. (2025). Digital-Based School Financial Administration System to Improve Educational Effectiveness. *Journal of Management and Education Science | E-Issn: 3062-7788* , 2 (1), 343 - 349.
- Arikunto, S. (2019). *Educational Management* . Yogyakarta: Aditya Media.
- Asmariyanti, I., Ramadhanty, F., & Ritonga, FA (2024). Concept, Objectives, and Functions of Educational Administration. *Pendas: Scientific Journal of Elementary Education* , 9 (3), 1261 - 1270.
- Fauzan, M., & Kurniawan, A. (2024). Effectiveness of School Management Information Systems in Academic Administration. *Journal of Educational Administration* , 11(1), 21–32.
- Handayani, R., & Prasetyo, E. (2021). School Administrative Archives Management as an Effort to Increase Work Efficiency. *Journal of Educational Governance* , 5(2), 88–97.
- Huda, N. (2022). Educational Administration System in Improving the Quality of Education. *Aksi: Journal of Islamic Education Management* , 1 (1), 16 - 31.
- Jannah, SN, Chotib, M., & Sukanto, S. (2025). Digital Transformation of School Administration: Innovative Strategies to Improve Excellent Service. *Tadbir: Journal of Islamic Education Management* , 13 (2), 244 - 265.
- Johnny Miles, Matthew B. Huberman, M. & S. (2014). *Qualitative Data Analysis: A Methods Sourcebook*, Trans. Tjetjep Rohendi . Sage.
- Laelyah, F. (2025). The Role of the Educational Management Information System (Simdik) in Improving School Administration Efficiency. *Pendas: Scientific Journal of Elementary Education* , 10 (03), 252 - 261.
- Mulyasa, E. (2021). *School-Based Management* . Bandung: Rosdakarya Youth.
- Nurhayati, DS, & Usnur, UH (2024). Various Scopes of Educational Administration Including the Field of Administration, Student and Teacher Personnel, Supervision, Implementation, and Development. *At-Tarbiyah: Journal of Islamic Religious Research and Education* , 1 (2), 24 - 36.
- Pratama, RA, & Sari, NP (2023). Challenges of Educational Administration in the Digital Era. *Journal of Educational Innovation* , 9(3), 201–210.
- Rahayu, S., & Wijaya, H. (2022). School Facilities and Infrastructure Management in Supporting Learning. *Journal of Modern Education* , 7(1), 55–64.
- Rahmadani, A., Tanjung, RR, & Melisa, W. (2024). The Concept of Educational Administration. *Dewantara: Journal of Social Humanities Education* , 3 (3), 79 - 86.
- Sugiyono. (2020). *Qualitative, Quantitative, and R&D Research Methods* . Bandung: Alfabeta.
- Wahyuni, T., & Rahman, A. (2024). Analysis of the Implementation of Educational Administration in Secondary Schools. *Journal of Educational Supervision and Management* , 4(2), 98–109.
- Yonanda, B., Suhardi, M., Patmah, P., Haerurrozikin, H., Syifa, NA, & Kamila, NR (2025). School Administration Performance in Remote Areas from the Perspective of Effective Educational Management. *Manajemenial: Journal of Management Innovation and Educational Supervision*, 5 (2 Se-), 612 - 621. <https://doi.org/10.51878/Manajerial.V5i2.6513>