

Curriculum Administration Development to Improve Learning Efficiency and Effectiveness at SMPN 8 NATAL

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ARTICLE INFO

Article history:

Received December 9, 2025

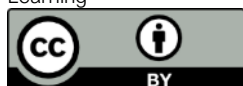
Revised December 12, 2025

Accepted December 20, 2025

Available online April 28, 2026

Keywords:

Administration, Efficiency, Effectiveness, Learning



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ABSTRACT

The development of a curriculum administration study as a strategic effort to improve the efficiency and effectiveness of learning at SMPN 8 Natal. In the context of rapidly changing educational demands, schools are required to manage curriculum implementation more systematically, ensuring that learning activities align with competency standards, student needs, and available school resources. This study highlights how better curriculum administration—including planning, organizing, implementing, and evaluating—can significantly support teachers in designing meaningful learning experiences. Through strengthened administrative practices, such as coherent scheduling, structured documentation, optimal teacher workload distribution, and data-driven decision-making, learning activities can be implemented more efficiently and with greater pedagogical impact. The importance of collaborative management involving school leaders, teachers, and education personnel to foster an ecosystem that supports learning.

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1. INTRODUCTION

Curriculum administration development has become an increasingly crucial aspect of educational improvement, particularly in the context of Indonesia's evolving school system and its emphasis on competency-based learning. As schools are expected to adapt to rapid changes in education policy, technological advances, and diverse student learning needs, the ability to effectively manage the curriculum is no longer merely a technical task but a strategic foundation for achieving educational quality. At SMPN 8 Natal, curriculum administration plays a central role in determining how learning activities are planned, implemented, monitored, and evaluated to ensure that the national curriculum objectives are translated into meaningful classroom practices.

The introduction of various curriculum models over the years—from the KTSP (School-Based Curriculum), the 2013 Curriculum, to the current Merdeka Curriculum—requires schools to have a robust administrative system capable of organizing learning structures, synchronizing teaching schedules, allocating teacher workloads, managing assessment procedures, and maintaining accurate documentation for academic accountability. When curriculum administration is poorly managed, the consequences are seen in ineffective lesson delivery, inefficient use of learning time, mismatches between teaching strategies and student needs, and lack of coordination among teachers. On the other hand, when curriculum administration is developed systematically, schools can optimize resources, build coherence between learning components, and create a supportive environment where students can achieve their best learning outcomes. (Penelitian, 2024).

In the specific context of SMPN 8 Natal, the need for strong curriculum administration is further amplified by geographical challenges, limited learning facilities, and varying teacher pedagogical competencies. These challenges require a management system that ensures the learning process runs

smoothly and remains aligned with educational objectives despite external constraints. Effective curriculum administration also supports teachers in conducting accurate lesson plans, adopting innovative learning approaches, and implementing assessments that truly reflect student competencies.

Furthermore, developing curriculum administration strengthens collaboration between the school leadership team, teachers, and administrative staff, fostering shared responsibility for improving the school's academic performance. With a clear structure and systematic workflow, the school is better able to monitor curriculum implementation, identify learning gaps, and make timely improvements to instructional practices. Furthermore, the increasing integration of digital tools in curriculum documentation, scheduling, and evaluation provides an opportunity for SMPN 8 Natal to improve administrative efficiency while supporting teachers with an easily accessible information system. However, digital transformation requires readiness, training, and consistent monitoring to ensure these tools contribute effectively to curriculum management. Developing curriculum administration also involves establishing a culture of continuous evaluation, allowing the school to assess whether learning objectives have been achieved and whether teaching practices need refinement (Wahyuni et al., 2025). This reflective practice is essential for maintaining effective learning and ensuring that curriculum implementation remains responsive to internal and external educational developments. More importantly, curriculum administration serves as a bridge connecting national education policy with the realities of classroom learning. (Achievment et al., 2020).

By ensuring that curriculum components—such as competencies, learning outcomes, materials, methods, and assessments—are well aligned, schools can provide coherent, high-quality learning experiences that foster critical thinking, creativity, collaboration, and other essential skills. For SMPN 8 Natal, improving curriculum administration means ensuring that each teacher understands their role in achieving learning objectives and has access to the necessary support and guidance from the school administration. The school's efforts to improve curriculum administration also reflect its commitment to providing equitable education for students in remote areas, where access to quality resources is often limited. Through organized planning and administration, schools can maximize the potential of available facilities and create innovative solutions to resource shortages.

For example, a well-structured schedule helps prevent disruptions to learning, while carefully managed teacher assignments ensure that all subjects are taught by the most qualified personnel available. (Farhana et al., n.d.). Furthermore, curriculum administration that prioritizes efficiency and effectiveness supports the creation of a learning environment where students are actively engaged, motivated, and empowered to explore knowledge independently. (Setiawan et al., 2023). This aligns with the current emphasis on student-centered learning and the development of higher-order thinking skills. At SMPN 8 Natal, improved curriculum administration is expected to contribute not only to improved academic achievement but also to the development of students' character, discipline, and responsibility for learning. Another important aspect is the school's role in fostering communication and collaboration with parents, the local community, and educational authorities (Parlindungan et al., 2020).

Effective curriculum administration includes mechanisms for sharing information about academic progress, school programs, and student needs, ensuring that educational stakeholders contribute meaningfully to the learning process. Furthermore, transparent curriculum administration enhances school accountability and builds trust within the community (Alawiyah, 2011). With this in mind, developing curriculum administration at SMPN 8 Natal is not simply a technical improvement, but rather a comprehensive effort to strengthen the learning system, enhance teacher professionalism, and support student learning success. This article explores how a systematic approach to curriculum administration can improve the efficiency and effectiveness of learning, emphasizing the importance of structured planning, organizational coherence, collaborative management, and ongoing evaluation. This discussion aims to highlight practical strategies that can be adopted by schools with similar contexts and contribute to the broader discussion on strengthening school-based curriculum management in Indonesia.

Through this study, it is hoped that SMPN 8 Natal can serve as an example of how better curriculum administration can improve education quality, particularly in regions with limited geography and resources. Ultimately, developing curriculum administration is a crucial step in ensuring that national-level educational transformation can be effectively implemented at the school level, resulting in improved learning outcomes and a more equitable education system for all students.

2. METHOD, DATA, ANALYSIS

This study employed a qualitative descriptive research method designed to explore and describe the curriculum administration development process and its impact on the efficiency and effectiveness of learning at SMPN 8 Natal. A qualitative approach was chosen because it allowed researchers to understand

administrative practices, teachers' experiences, and the dynamics of school management in their natural context. Through this method, the study did not aim to test hypotheses, but rather to uncover how curriculum administration is planned, implemented, and evaluated in the school environment. The descriptive design provided a detailed overview of administrative procedures, organizational structures, and decision-making patterns that influence learning activities. This method also allowed researchers to capture multiple perspectives from teachers, school leaders, and staff to build a comprehensive understanding of curriculum management. By focusing on real-world conditions and natural interactions, qualitative descriptive research helped identify strengths, challenges, and areas for improvement in curriculum administration, ultimately contributing to improved learning outcomes at SMPN 8 Natal.

Data for this study were collected through interviews, observations, and documentation reviews conducted within the school environment. Interviews were conducted with key stakeholders, including the principal, curriculum coordinator, teachers, and administrative staff, to gain insight into their experiences and perceptions regarding curriculum administration. Observations were conducted during classroom activities, teacher meetings, and administrative processes to understand how curriculum-related decisions are operationalized in the daily school routine. Meanwhile, a documentation review involved analyzing curriculum documents, lesson plans, teaching schedules, assessment records, and school policy guidelines to examine the structure and implementation of curriculum administration. These three data collection techniques were used simultaneously to ensure triangulation, allowing researchers to compare information from multiple sources and increase the credibility and reliability of the findings. By combining verbal, visual, and written data, this study was able to build a holistic understanding of how curriculum administration influences the efficiency and effectiveness of learning at SMPN 8 Natal.

The collected data were analyzed using qualitative content analysis, focusing on identifying patterns, themes, and relationships related to curriculum administration and the learning process. The analysis began with data reduction, where raw interview transcripts, observation notes, and documents were organized and coded according to key themes such as planning, implementation, scheduling, teacher coordination, workload distribution, monitoring, and evaluation. Each theme was then examined to determine how administrative practices supported or hindered the efficiency and effectiveness of learning. The second stage involved presenting the organized data in narrative and thematic form to illustrate the relationship between administrative structures and learning outcomes. This step helped identify recurring issues such as lack of coordination, limited documentation accuracy, or challenges in digital implementation, as well as positive practices such as collaborative planning and structured evaluation. The final stage of the analysis involved drawing conclusions by synthesizing thematic findings to explain how curriculum administration development contributes to improved academic performance, teacher preparedness, and learning quality. Through this analytical process, this study provides insights into the strengths and weaknesses of current administrative practices and offers recommendations for improving curriculum management at SMPN 8 Natal.

3. RESULT AND DISCUSSION

Result

The results of this study indicate that the development of curriculum administration at SMPN 8 Natal has brought measurable improvements in the organization and implementation of learning activities. Based on observations and interviews, the school has successfully strengthened several administrative components, particularly in curriculum planning and structuring. Teachers reported that the learning schedule is now more coherent and aligned with curriculum objectives, thereby reducing overlap between subjects and minimizing confusion in material delivery. The distribution of teachers' workload has also become more balanced, allowing them to focus more effectively on preparing learning materials. Further document analysis revealed that the school has improved the quality and consistency of its curriculum documents, including lesson plans, annual learning programs, and assessment guidelines. These improvements contribute to a smoother learning process, as teachers can rely on standardized documents that support clarity and continuity of instruction. (Ramadhani et al., 2025).

The study also revealed that improvements in curriculum administration have significantly increased the efficiency of learning time. Observations during classroom activities indicated that learning began earlier and transitions between activities were smoother due to better preparation and scheduling. Teachers noted that clear administrative directions and well-organized daily lesson plans reduced the likelihood of delays caused by missing materials or last-minute planning (Saputra, 2024). Furthermore, the systematic

organization of curriculum components has helped teachers ensure that learning objectives are achieved within the allotted timeframe, contributing to an increased pace of learning across all subjects.

Another key finding is improved communication and coordination among teachers, particularly during curriculum meetings and collaborative planning sessions. The school has implemented regular coordination meetings led by the curriculum coordinator, which serve as a forum for discussing challenges, evaluating progress, and adjusting teaching strategies. These meetings have strengthened teamwork among teachers and facilitated a collective understanding of curriculum expectations. As a result, learning implementation across grade levels has become more consistent, with fewer discrepancies in learning progress and assessment methods. (Pascasarjana et al., 2021).

The results also indicate improvements in the implementation of formative and summative assessments. Teachers have begun using more structured rubrics, competency-based assessments, and systematic documentation of student performance. This shift has made the evaluation process more transparent and aligned with curriculum standards. Improved administrative systems ensure assessment data is recorded more accurately, enabling educators to more effectively identify student learning gaps. Furthermore, assessment results are increasingly used to guide instructional adjustments, demonstrating the growing integration of curriculum administration with classroom decision-making (Belakang, n.d.).

The study found that improvements in curriculum administration have contributed to stronger monitoring and evaluation practices in the school. The principal and curriculum coordinator conduct regular reviews of lesson plans, classroom activities, and assessment documents. This monitoring process helps ensure teaching practices remain aligned with curriculum expectations and allows school leaders to provide timely feedback to teachers. While resource constraints remain a challenge, these administrative improvements represent significant progress in building a more accountable and efficient learning environment at SMPN 8 Natal (Hakim, 2021).

In addition to the improvements already described, the study revealed that curriculum administration at SMPN 8 Natal has strengthened the alignment between teaching strategies and student learning needs. Teachers reported being more deliberate in selecting methods that reflect curriculum objectives, in part because administrative structures now require them to provide clearer justification for instructional choices in their planning documents. These administrative expectations have motivated teachers to adopt strategies that encourage active learning, cooperative activities, and competency-based learning outcomes. Improved alignment was also observed during classroom visits, where lesson timing and teaching techniques demonstrated clearer alignment with established objectives (Rahmawati et al., 2022).

Another significant outcome is increased transparency in curriculum-related decision-making. Through structured administrative processes, teachers now better understand how academic decisions—such as schedule changes, assessment deadlines, and curriculum revisions—are made. Documentation records indicate that communication channels have improved, with announcements and policy updates consistently disseminated through digital groups and internal meetings. This transparency has contributed to reducing misunderstandings and fostering a more trusting environment between school leaders and teachers. The study also revealed that improvements in curriculum administration have strengthened the school's ability to track student progress more comprehensively. The introduction of organized assessment records and structured rubrics allows teachers to maintain longitudinal data on student achievement. As a result, teachers can more accurately identify students' learning patterns, enabling early identification of learning difficulties. This improved tracking contributes to more targeted interventions and personalized instructional support, especially for students at risk of falling behind (Roesminingsih, n.d.).

Furthermore, the study found that curriculum administration has improved school preparedness for unexpected disruptions, such as teacher absences or scheduling conflicts. The availability of standardized planning documents and clear administrative procedures allows substitute teachers to step in more smoothly, ensuring continuity of learning even in challenging situations. This preparedness reflects the resilience of the broader administrative system, demonstrating its capacity to support instructional stability (Jamaludin, 2003).

Another outcome emerging from this data is increased parental engagement in understanding curriculum expectations. Schools have improved communication regarding academic calendars, assessment policies, and learning objectives, helping parents become more informed about their children's progress. Interviews with teachers indicate that this increased parental awareness has fostered better collaboration between home and school, contributing to increased student motivation and accountability.

Finally, the study shows that improvements in curriculum administration have contributed to equitable access to learning opportunities. Better division of teaching responsibilities ensures that students in different grades receive an equitable learning experience. Furthermore, structured monitoring of learning outcomes

has helped reduce disparities between student groups by enabling teachers to address gaps more systematically. These results demonstrate that the strengthened administrative framework not only improves efficiency but also supports equity and quality in the learning process.

Discussion

The findings of this study highlight that the development of curriculum administration plays a crucial role in improving the efficiency and effectiveness of learning at SMPN 8 Natal. Observed improvements in curriculum planning, workload distribution, and documentation quality reflect the importance of a systematic administrative structure in supporting teaching practices. When curriculum components are clearly organized, teachers are better equipped to deliver instruction aligned with learning objectives, reduce learning gaps, and ensure continuity across learning units. The increased use of standardized documents also demonstrates the value of administrative coherence, as it creates a common reference point for teachers and facilitates collaboration.

Further discussion indicates that strong curriculum administration fosters a more structured learning environment where learning activities proceed smoothly and predictably. This predictability is particularly important in rural schools like SMPN 8 Natal, where external challenges such as limited infrastructure and variable teacher availability can easily disrupt learning (Sapitri et al., 2025). By having a well-coordinated administrative system, schools are better able to mitigate such disruptions and maintain a more stable learning environment. In this context, curriculum administration serves as a stabilizing mechanism, enabling schools to function effectively despite external constraints. Another key point highlighted in this discussion is the crucial role of teacher collaboration in supporting curriculum development. Regular meetings and collective planning sessions held at SMPN 8 Natal demonstrate how the administrative structure can foster a culture of shared responsibility. This collaborative culture not only strengthens curriculum alignment but also empowers teachers to support each other in addressing challenges in the classroom. Such collaboration is crucial for achieving consistency in learning, especially when teachers have diverse professional backgrounds and experience levels. (Hazimah et al., 2022).

The discussion also emphasized the gradual transition of schools to digital-based administration. While technological challenges remain, the introduction of digital tools for documentation and assessment marks a significant step toward modernizing curriculum administration. Successful digitalization requires comprehensive training, ongoing technical support, and reliable infrastructure, but the long-term benefits include increased accuracy, faster communication, and more accessible data management. For schools like SMPN 8 Natal, digitalization presents both a challenge and an opportunity to achieve more efficient administrative practices.

Developing curriculum administration has broader implications for improving the quality of education. A well-developed administration system not only enhances teacher performance but also shapes students' learning experiences by encouraging structured learning, effective assessment, and consistent monitoring. As a result, students benefit from clearer learning expectations, more engaging learning activities, and timely feedback. The discussion concluded that strengthening curriculum administration is crucial for building a responsive, adaptive, and high-performing educational environment—one that addresses local challenges while aligning with national education goals (Alvira et al., 2024).

The expanded findings emphasize that curriculum administration serves not only as an organizational tool but also as a catalyst for pedagogical improvement. By requiring teachers to clearly articulate lesson plans, the administrative system indirectly improves the quality of instruction (Gustian et al., 2024). This relationship highlights how administrative structures can shape classroom practices, encouraging more purposeful and reflective teaching. This discussion underscores that improved learning often begins with a strengthened administrative foundation, especially in schools with limited resources like SMPN 8 Natal.

This discussion also shows that increased transparency in curriculum-related communication contributes to building trust and collaboration within the school community. When teachers feel informed and involved in curriculum decisions, their sense of professional responsibility increases. This fosters a culture in which teachers are more willing to actively participate in school initiatives and share responsibility for shared goals. Thus, administrative transparency is a crucial factor in sustaining long-term school improvement.

A further implication of these findings is that improved data tracking systems enhance instructional responsiveness. When teachers have organized access to student performance data, they can adjust instructional plans more quickly to meet learners' needs. This responsiveness is crucial for promoting differentiated learning and supporting students who need additional support. This discussion highlights that effective curriculum administration is inseparable from effective learning support, as both require timely access to accurate learning information (Hakim, 2021).

This study also underscores the importance of administrative resilience, particularly in remote schools facing environmental and infrastructure challenges. The strengthened administrative structure of SMPN 8 Natal enabled the school to maintain continuity of learning even in the face of disruptions. This resilience demonstrates how curriculum administration can serve as a buffer mechanism, maintaining the stability of teaching and learning despite external obstacles. Schools in similar contexts can benefit from implementing similar administrative strategies to build resilience in their learning systems (Wahyudi et al., 2022).

Furthermore, this discussion demonstrates the importance of engaging parents and the broader community in understanding the curriculum process. When parents are well-informed about curriculum objectives, assessment policies, and learning expectations, they become more effective partners in supporting student success. This partnership is particularly important in rural areas, where students often rely on family involvement to strengthen academic engagement outside of school. Thus, strengthened curriculum administration indirectly contributes to increased community participation.

Finally, these findings highlight the broader significance of curriculum administration in promoting educational equity. By ensuring equitable distribution of teaching responsibilities, easy access to learning materials, and consistent monitoring, curriculum administration helps create a more inclusive learning environment. This perspective reinforces the notion that administrative systems are integral to educational equity. The discussion concludes that continuous development of curriculum administration is crucial to maintaining improvements in the quality of learning and ensuring that all students at SMPN 8 Natal have access to effective and meaningful educational experiences.

4. CONCLUSION

The development of curriculum administration at SMPN 8 Natal has proven to be a key factor in increasing the efficiency and effectiveness of learning, as evidenced by improvements in planning, scheduling, workload distribution, documentation quality, assessment practices, and overall learning organization. A more structured administrative system has enabled teachers to deliver lessons more clearly, consistently, and aligned with national curriculum standards, while better coordination and collaborative planning have strengthened professional communication and collective accountability among educators. Although challenges such as limited technological infrastructure and varying levels of teacher preparedness remain, the school's continued efforts toward digital integration, ongoing monitoring, and targeted capacity development demonstrate a growing commitment to sustainable curriculum management. Ultimately, these developments contribute not only to a smoother learning process but also to improved student learning experiences and outcomes. Therefore, strengthening curriculum administration is crucial to supporting school improvement initiatives and ensuring that SMPN 8 Natal is able to meet current educational demands and future challenges.

5. ACKNOWLEDGE

The author would like to express the deepest gratitude to Allah SWT for His blessings and grace, which have enabled the completion of this scientific article. The author also sincerely thanks the lecturers of the Department of History, Universitas Negeri Padang, for their guidance, support, and valuable insights throughout the research process. Special appreciation is extended to the principal, teachers, and administrative staff of SMPN 8 Natal for their cooperation, openness, and willingness to participate in this study by providing valuable data and information. Their contributions have been essential in the successful completion of this research. The author also acknowledges the support of colleagues in the academic environment who provided constructive feedback and encouragement. In addition, gratitude is expressed to the Faculty of Education Library and online academic resources such as Google Scholar and Mendeley for facilitating access to relevant literature and references. Finally, the author hopes that this article can contribute to the development of knowledge, particularly in the field of educational administration, and provide practical benefits for schools in improving curriculum management and learning quality.

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