

Optimizing The Role Of Education Personnel In Needs Planning To Improve School Service Quality

Kholil Bisyri

Kh Mukhtar Syafaat University Banyuwangi

Bisryd@gmail.com

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Abstract

The purpose of this study is to analyze and identify strategies to optimize the role of education personnel in planning needs to improve the quality of school services. This research uses a descriptive qualitative approach to understand the role of education personnel in planning school needs at SMA Darussalam Blokagung Banyuwangi. The research subjects included the principal, vice principal, administrative staff, and other education staff. Data collection techniques were semi-structured interviews, participatory observation, and documentation. Data analysis was conducted using the Miles and Huberman interactive model, through reduction, presentation, and conclusion drawing. Data validity was maintained by triangulating sources and techniques. This study aims to provide strategic recommendations for optimizing the role of education personnel. The results of this study show that needs planning at SMA Darussalam Blokagung is influenced by several factors, such as the limited time and workload of education personnel, unstructured data management, and dependence on the principal in decision making. These limitations reduce the involvement of education personnel in planning, which has an impact on the quality of planning. Reducing administrative burdens, implementing an integrated data management system and increasing the involvement of education personnel in planning and decision-making are needed to improve this. These steps are expected to improve the effectiveness of planning and the quality of education services in schools.

Keywords: Education Personnel, Needs Planning, Service Quality

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INTRODUCTION

In the context of secondary education in Indonesia, the success of educational institutions is not only determined by the role of teachers and principals, but also by the real contribution of education personnel (Sahlin, 2023; Gunnulfsen & and Abrahamsen, 2024; Levante et al., 2025) . One of the pesantren-based educational institutions with an increasing number of students, the challenges in managing school services are also increasingly complex (Hanafi et al., 2021; Okwitanti et al., 2022; Prabowo & Ekanigsih, 2025) . Social facts show that education personnel including administrative staff, administrators, librarians, laboratorians, and cleaning staff often do not receive commensurate attention in the process of planning school resource needs (Paju et al., 2022; Prabowo et al., 2024; Wermke & and Beck, 2025) . In fact, their presence and performance play a vital role in creating a working climate that supports the teaching and learning process.

In daily reality, their involvement in the needs planning process, both in terms of facilities procurement, academic data management, and facilities management, is still administrative and not

strategic (De Luca et al., 2025; Kuuyelleh et al., 2025) . This has the potential to hamper the effectiveness of education services as a whole (Prabowo et al., 2025) . Therefore, optimizing the role of education personnel in planning school needs is not just a technical need, but an urgent social and managerial issue. Efforts to strengthen their capacity, involve them in decision-making, and recognize their contributions are part of the strategy to improve the quality of inclusive and sustainable education services at SMA Darussalam Blokagung (Hartvigson & and Heshmati, 2023; Elder & and Stordal, 2025) .

Research by Fatoni et al., (2024) states that education personnel have a strategic contribution in creating an orderly, accountable, and responsive school administration system to learning needs. Meanwhile, a study by Liu, (2024) highlights that school needs planning that actively involves education personnel can improve resource management efficiency and strengthen inter-agency coordination. This study emphasizes that when education personnel are empowered in the planning process, they are not only tasked with carrying out administrative technical functions, but also participate in developing strategies for educational services.

Another study by Siregar et al., (2025) states that optimizing the role of administrative staff in preparing infrastructure needs plans can accelerate the procurement process and support the comfort of the learning environment. However, most of these studies highlight the technical aspects, while the involvement of education personnel in the strategic realm of needs planning has not been studied in depth in the context of pesantren-based schools. Therefore, this study is present to fill the literature gap by exploring how optimizing the role of education personnel strategically can have a direct impact on improving the quality of educational services in a school environment based on religious values and local culture.

The novelty of this study lies in the approach that places education personnel not merely as administrative technical implementers, but as strategic subjects in the process of planning school needs holistically. Unlike previous studies that generally only highlight the administrative contributions of education personnel, this study offers a new perspective by exploring their role in the stages of identifying needs, formulating service strategies, and evaluating the effectiveness of educational services.

The urgency of this research is based on the fact that education personnel are an integral part of the school ecosystem that is often overlooked in strategic processes, especially in planning school needs. As a pesantren-based school with complex service dynamics, the role of education personnel greatly determines the smooth operation and quality of educational services. However, the lack of their involvement in the preparation of the needs plan causes a lack of efficiency and responsiveness of services to changes and the needs of students. This research is important to highlight the potential of education personnel as human resources that can be optimized through active involvement and strengthening managerial capacity. By enhancing their strategic role, schools can be more adaptive

and proactive in meeting the demands for quality education services. Therefore, the purpose of this study is to analyse and identify strategies to optimize the role of education personnel in needs planning to improve the quality of school services.

RESEARCH METHODS

This research uses a descriptive qualitative approach with the aim of obtaining an in-depth understanding of the optimization of the role of education personnel in planning school needs in order to improve service quality at SMA Darussalam Blokagung Banyuwangi. This approach was chosen because it is able to describe in detail the processes, dynamics, and meanings contained in the participation of education personnel in planning needs, which cannot be explained quantitatively. The focus of the research is directed at identifying the form of the role of education personnel, optimization strategies implemented or potentially implemented, and the influence of their involvement on the quality of educational services at school.

The research subjects consisted of the principal, vice principal for infrastructure and facilities, administrative staff, and other education personnel who were directly involved in the school needs planning process. Data collection techniques were conducted through in-depth interviews, participatory observation and documentation. Interviews were conducted in a semi-structured manner to explore the views, experiences and strategies implemented by education personnel and school leaders related to involvement in needs planning. Observations were made of planning activities, internal coordination and implementation of educational services to observe the actual involvement of education personnel. Documentation was obtained from needs planning documents, division of tasks, meeting minutes and other supporting documents (Abdussamad & Sik, 2021; Sari et al., 2022).

Data analysis used Miles and Huberman's interactive model which includes three stages: data reduction, data presentation, and conclusion drawing/verification. Data validity was maintained through triangulation of sources and techniques, by comparing data from various informants and collection methods. This research is expected to produce findings that not only describe factual conditions but also provide strategic recommendations regarding the optimization of education personnel in the context of school needs management. Thus, this method allows researchers to dig deeper into how education personnel can be empowered more effectively to support continuous improvement in the quality of school services (Roosinda et al., 2021; Mulyana et al., 2024).

FINDING AND DISCUSSION

Time Limitations and Workload of Education Personnel

One of the main problems found in this study is the limited time and workload of education personnel at SMA Darussalam Blokagung Banyuwangi. Many education personnel are hampered in their strategic roles by their busy administrative tasks. The unbalanced workload makes it difficult for

them to engage in the process of planning school needs in depth. This leads to their limited contribution in making important decisions that can affect the quality of education services in schools. In fact, planning that involves education personnel more actively is needed to make decisions more comprehensive and effective. Time constraints and excessive workloads can also cause fatigue, reduced focus and ultimately lower their productivity in carrying out their daily tasks.

To better understand the impact of this issue, an interview was conducted with one of the administrative personnel directly involved in managing school needs. The results of this interview provide a clearer picture of the challenges faced by education personnel at this school. The interview was conducted with Mr. S, an administrative staff member at SMA Darussalam Blokagung. When asked about the difficulties faced in needs planning, he explained,

"Our workload is very high, especially in administration and data management. Sometimes, we don't have enough time to participate in planning, let alone propose or evaluate school needs. All planning activities are still very much dependent on the principal and some of the teachers. We would like to be more involved but the work that needs to be done often takes more time."

Mr. S's statement shows how much pressure education personnel experience in carrying out their administrative duties, which ultimately limits their role in planning school needs. This is one of the main obstacles in optimizing the role of education personnel in improving the quality of education services in schools.

This interpretation shows that time constraints and excessive workload are the main obstacles for education personnel at SMA Darussalam Blokagung Banyuwangi in playing a more active role in planning school needs. This is in line with *workload* theory which states that high workload can reduce a person's ability to focus on more strategic tasks, leaving only time for routine, more administrative tasks (Impellizzeri et al., 2021) . The limited time faced by education personnel also has the potential to reduce the quality of decisions taken in planning, because they cannot be maximally involved in discussions or decision making based on in-depth analysis.

From the perspective of human resource management (HRM) theory, the involvement of education personnel in strategic planning should improve their job satisfaction and work outcomes (Lin & Huang, 2021) . This involvement gives them a sense of ownership over the decisions taken, which in turn increases motivation and productivity. However, if they are burdened by administrative tasks that are irrelevant to their strategic role, then not only is the quality of planning compromised, but also the work wellbeing of education personnel. This leads to the phenomenon of *burnout*, which is associated with excessive stress due to an unbalanced workload (Chukwuemeka, n.d.) .

In previous research, it was found that high workloads on education personnel have an impact on the low quality of planning and implementing policies in schools (Tarraya, 2023) . The study revealed that

education personnel who are more involved in planning and decision-making tend to be more productive and can produce higher quality education services. Therefore, reducing administrative workload and empowering education personnel in planning are crucial steps to improve the quality of education at SMA Darussalam Blokagung Banyuwangi.

Constraints in Needs Data Management

One of the significant findings in this study is the constraints in managing school needs data at SMA Darussalam Blokagung Banyuwangi. Unstructured and poorly integrated data management causes difficulties in the school needs planning process. Data that is scattered in various sections and does not have an integrated processing system causes the planning process to be inefficient. This not only hampers the data-driven decision-making process, but also slows down the follow-up to urgent needs. In addition, the lack of clarity in recording and monitoring data needs leads to errors in resource allocation, such as the procurement of facilities and infrastructure that are not in accordance with the real needs of schools. Therefore, there is a need for a better data management system that can integrate all important information and support faster and more precise decision-making.

In this study, several significant obstacles were found related to the management of needs data at SMA Darussalam Blokagung Banyuwangi. The following are aspects that identify these problems, which affect the effectiveness of planning and decision-making. The table below provides further explanation.

Table 1; Needs Data Management

No.	Aspects	Description
1	Unstructured Data Management	Requirements data is scattered across various departments without a unified management system, making it difficult to plan requirements efficiently.
2	Limitations of Integrated System	There is no system that integrates needs data, making it difficult to monitor and update needs information regularly.
3	Decision Difficulty	Without structured data, data-driven decision-making is slow and ineffective, hampering follow-up on urgent needs.
4	Resource Misallocation	The lack of clarity in recording needs data leads to errors in the allocation of facilities and infrastructure that are not in accordance with the real needs of the school.

The obstacles in managing data needs at SMA Darussalam Blokagung lie in the disorganization and lack of an integrated system, which hinders efficient planning and decision-making. This results in errors in resource allocation and slows down the response to urgent needs. Therefore, a better data management system is needed to support efficient planning and more informed decision-making.

Interpretation of Results The findings show that the management of data needs at SMA Darussalam Blokagung has significant difficulties due to the lack of a structured and integrated system.

Data is scattered in various sections and not well connected, making the planning process inefficient. This is in line with managerial information system theory which suggests that good data management requires an integrated system that can be accessed jointly by all stakeholders (Yaquob et al., 2022) . The lack of clarity in data management means that decisions are often not based on accurate and up-to-date information, leading to errors in resource allocation and procurement of facilities and infrastructure that are not in line with the real needs of schools.

When compared to previous studies, for example the research by (Rane & Narvel, (2022) , which revealed that poor data management often leads to delays in decision-making and wastage of resources, these findings point to the importance of implementing a more efficient and structured data management system. In their study, the implementation of an integrated information management system in schools was shown to improve operational efficiency and accuracy in resource management. Therefore, SMA Darussalam Blokagung should consider implementing a technology-based data management system that can unify all relevant information, facilitate access, and speed up responses to urgent needs. With such a system in place, it is expected that school needs planning can be more responsive and based on valid data, and minimize errors in resource allocation. This study confirms that solutions such as data integration and a more efficient system are essential in improving needs management in schools.

Dependence on Principal Leadership

One of the important findings in this study is the high dependence on the principal's leadership in the needs planning process at SMA Darussalam Blokagung Banyuwangi. Many decisions related to the procurement of facilities, infrastructure and other operational needs still depend entirely on the principal's decision, without involving the education staff to the fullest. This leads to limited perspectives in planning school needs, because decisions are only made by one party. In fact, education personnel, with their experience and knowledge of the daily needs of the school, can provide valuable input for more informed decision-making. This over-reliance not only limits the role of education personnel but also increases the workload of school principals. As a result, school needs planning becomes less dynamic and less reflective of the reality of needs on the ground. To make planning more effective and inclusive, education personnel should be more widely involved in every stage of school planning and decision-making.

One of the important findings in this study is the high dependence on the principal's leadership in the needs planning process at SMA Darussalam Blokagung. Decisions regarding the procurement of facilities, infrastructure and other operational needs are often entirely dependent on the principal's decision, without involving the education staff to the fullest extent. This leads to less dynamic planning, limited by one perspective, and risks not reflecting the real needs in the field. To illustrate this situation more clearly, the following are indicators that show the extent of this

dependency and its impact on the planning process in these schools. These indicators will provide a deeper understanding before we go into further discussion.



Figure 1; Leadership Dependency Indicators

The high dependence on the principal's decision in needs planning at SMA Darussalam Blokagung shows the limited role of education personnel in providing input. This leads to planning that is less dynamic and less reflective of real needs in the field. To make planning more effective and comprehensive, it is important to involve all education personnel in every stage of planning and decision-making.

Interpretation of Results The findings indicate a high dependence on the principal's leadership in the decision-making process regarding school needs at SMA Darussalam Blokagung. This indicates that although education personnel have valuable knowledge and experience about school needs, they are often not involved in the early stages of planning. Decisions taken by the principal, while perhaps based on good intentions, tend to be limited to one party's perspective, reducing the potential for broader and more diverse inputs.

A theoretical perspective relevant to these findings is *participation in decision-making*, which according to participatory leadership theory Wang et al., (2022) can improve organizational effectiveness. When all parties involved have the opportunity to contribute to decision-making, the decisions tend to be better because they reflect a variety of viewpoints and experiences. In this context, education personnel who are more involved in planning will enrich decisions with information that is more accurate and in accordance with the reality on the ground.

A study by Behraves et al., (2021) states that participation in decision making can strengthen the commitment and motivation of organizational members, including education personnel. In

another study, Torlak et al., (2022) found that leadership that involves educators in the planning and decision-making process can significantly improve the performance of educational organizations. Referring to these findings, to improve the quality of needs planning at SMA Darussalam Blokagung, it is important for the principal to involve education personnel more in every stage of decision-making. This involvement will not only result in more comprehensive decisions but can also increase the sense of responsibility and ownership of all parties involved in the planning process. Thus, more inclusive and participation-based planning will potentially improve the effectiveness of managing school needs and the quality of education services provided.

CONCLUSIONS

The conclusion from the results and discussion of this study shows that there are several factors affecting needs planning at SMA Darussalam Blokagung Banyuwangi, involving the limited time and workload of education personnel, constraints in data management, and dependence on the leadership of the principal. Time constraints and the high workload of education personnel mean that they cannot be maximally involved in school needs planning, which in turn reduces the quality of planning. In addition, unstructured and unintegrated data management hampers the efficiency of the planning process, leading to decisions not being based on accurate and up-to-date data. The over-reliance on school principals in decision-making also limits the broader perspective of education personnel, even though they have valuable knowledge of school needs. To improve this condition, efforts are needed to reduce the administrative burden on education personnel, implement an integrated data management system, and involve education personnel more actively in the planning and decision-making process. With these steps, it is expected that school needs planning will become more effective, inclusive and based on valid data, thereby improving the quality of education services at SMA Darussalam Blokagung.

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