



Optimizing the Quality of Learning Through the Role of Educational Administration

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ABSTRACT

Purpose of the study: This study aims to identify and analyze the role of educational administration in improving the quality of learning in Senior high schools in Luwuk City. The main focus is to understand how effective educational administration can support a better learning process and address existing challenges at the school level.

Methodology: This study adopts a qualitative approach with a descriptive method. Data was collected through semi-structured interviews with principals, teachers, and administrative staff from several high schools in Luwuk City. Data analysis was conducted using thematic analysis to identify key themes related to educational administration management and learning quality in schools.

Main Findings: The results of the study show that good education administration can improve the quality of learning by managing time, budget, and resources more efficiently. However, the main challenges found are the lack of managerial training for administrative staff as well as budget constraints that affect the quality of available educational facilities and resources. Schools with more organized administration showed better management of learning activities and higher student participation.

Novelty/Originality of this study: This research contributes significantly to education management by highlighting the importance of educational administration in enhancing learning quality, especially in areas with limited resources and managerial capacity. Additionally, it proposes a more systematic approach to educational administration management that can improve learning quality in Luwuk City High Schools, a local context seldom discussed in educational literature.

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1. INTRODUCTION

Education is one of the main pillars in the development of a country, which plays a role in producing a quality next generation [1]. In the context of education in Indonesia, Senior high school has an important role in preparing students to enter the world of college or the world of work. However, the quality of learning at the high school level still faces a number of challenges. One of the main factors that can affect the quality of learning is the role of good education administration in supporting the smooth educational process in schools [2].

Effective education administration can improve resource management, policies, and implementation of learning which in turn will have an impact on the achievement of educational goals [3].

The urgency of this topic is very relevant to the challenges faced by schools in Indonesia, including high schools in Luwuk City. Based on data from the Ministry of Education and Culture (Kemdikbud) in 2021, the quality of education in Indonesia is still affected by gaps in managerial and educational administration that are not optimal in some regions [4]. This is reflected in the low success rate of students in national exams and low graduation rates in some educational programs. The success of education depends not only on the teaching factor by the teacher, but also on the management and administration that supports it at the school level [5].

The role of education administration in improving the quality of learning in high school is very important because good administration helps maximize the potential that exists in the school environment [6]. This includes managing the education budget, preparing a curriculum that meets needs, and creating an environment that supports an effective teaching and learning process [7]. In Luwuk City, most high schools still face problems in terms of administrative management that has an impact on the quality of teaching received by students. This shows that improving the quality of education administration is an aspect that needs to be considered to improve the quality of learning in these schools [8].

The gap that exists in the management of education administration must be overcome immediately so that the learning process can run effectively. Most school principals in more remote areas still do not receive adequate managerial training [9]. As a result, many decisions are not based on accurate data and proper analysis, thus impacting the quality of teaching and learning received by students. Therefore, it is important to examine more deeply how education administration can play a more maximal role in improving the quality of education in high school. Despite the growing body of literature on educational administration and school leadership, most existing studies focus on general managerial principles or on schools in more urban and better-resourced areas, leaving a gap in the empirical understanding of how educational administration operates in under-resourced, semi-urban regions such as Luwuk City. Few studies have directly connected administrative practices to concrete learning outcomes at the senior high school level in this context, and even fewer have offered a practical plan for addressing the managerial and budgetary constraints previously reported by the Ministry of Education and Culture and by studies on principal training gaps in remote areas. This gap points to the need for context-specific research that not only maps the role and challenges of educational administration in Luwuk City, but also outlines a concrete direction for strengthening it.

Based on this gap, this article is guided by two main objectives: (1) to identify and analyze the role of educational administration in improving the quality of learning in high schools in Luwuk City, and (2) to examine the managerial and budgetary challenges that hinder the optimal implementation of educational administration in these schools, and to outline directions for addressing them. This research explores various aspects of education administration that can affect the teaching and learning process, such as resource management, school policies, and the role of school principals in leading educational institutions, so that it can contribute to understanding how better education administration can improve the quality of learning in high school.

In line with these objectives, this study seeks to answer the following research questions: (1) How does educational administration contribute to improving the quality of learning in high schools in Luwuk City? (2) What challenges do schools in Luwuk City face in implementing effective educational administration? and (3) What strategies can be recommended to strengthen educational administration and, in turn, improve the quality of learning in these schools? The benefits of this research are not only felt theoretically but also practically. Theoretically, this article is expected to enrich the literature on the relationship between education administration and learning quality, as well as provide new insights for the development of education management theory. Practically, the results of this study are expected to be used as a reference for policy makers, especially in Luwuk City, to formulate more effective education policies in order to improve the quality of learning in high schools.

Thus, this article aims to provide a clear overview of the importance of the role of education administration in improving the quality of learning, as well as how administrative efforts can be optimally implemented in high schools in Luwuk City. It is hoped that this research can have a positive impact on the development of the quality of education in the area, as well as become a reference for the development of education policies in the future.

2. RESEARCH METHOD

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because the main purpose of the research is to explore and understand the role of education administration in improving the quality of learning at Luwuk City High School in depth. This approach allows researchers to gain a richer understanding of the social, cultural, and administrative contexts that influence the quality of learning, as well as the role played by stakeholders in schools [10]. This approach is in accordance

with the objectives of the research that seeks to explore the factors that contribute to the success of education administration in improving the quality of learning.

The participants in this study were selected using a purposive sampling technique, chosen based on the consideration that informants possess direct experience and relevant knowledge of educational administration practices at the school level. A total of six key informants participated in this study, consisting of school principals, teachers, and administrative staff drawn from several public senior high schools in Luwuk City, including Senior High School 2 Luwuk. This technique was selected to ensure that the informants involved could provide rich, relevant, and in-depth information related to the focus of the research.

The main instrument in this study was the researcher, assisted by a semi-structured interview guide developed based on the research questions and the theoretical framework of educational administration. The interview guide covered questions related to curriculum management, time and resource allocation, budget management, human resource development, and monitoring and evaluation practices. Field notes and audio recordings were used as supporting instruments to ensure the accuracy and completeness of the data collected during the interview process.

The main data sources in this study consist of two categories: primary and secondary data. Primary data was obtained through in-depth interviews with school principals, teachers, and education administration staff at several high schools in Luwuk City. This interview aims to get direct information about the experiences, views, and challenges faced in the management of education administration. In addition, secondary data is also collected through a literature study, which includes documents related to education administration, local government policies, and literature relevant to the research topic [11]. The use of these two data sources is expected to provide a comprehensive picture of the role of education administration.

The data collection techniques used in this study were semi-structured interviews and literature studies. Semi-structured interviews were chosen because they allowed the researcher to get in-depth answers, yet remain flexible in exploring the various issues that arose during the interview. These interviews were conducted using pre-compiled guidelines, but still provided space for informants to express their views freely [12]. In addition, literature studies are conducted to complement the interviews with relevant theoretical information from books, journals, and policy documents related to educational administration.

The data analysis procedure applied in this study uses thematic analysis techniques. The interview data will be recorded, transcribed, and then analyzed by identifying key themes that emerge from the conversation. Each theme will be associated with relevant theories and used to answer research questions. This thematic analysis allows researchers to find patterns in the data, as well as connect field findings with existing theories, so that the results of the study can provide a clear and relevant picture of the role of education administration in improving the quality of learning [13].

3. RESULTS AND DISCUSSION

In this section, the results of research obtained from interviews with school principals, teachers, and education administration staff at high schools in Luwuk City will be presented and analyzed. This discussion aims to answer the formulation of the problem that has been set out in this article, namely the role of education administration in improving the quality of learning in high school. This research will also show how the findings were obtained and how the results of this research are related to the existing literature and theories. In line with the research questions and the thematic analysis procedure described in the Research Method section, the results are organized into three themes: the role of educational administration in supporting learning quality, the challenges encountered in administrative management, and the influence of administration on curriculum and teaching implementation. Each theme is presented based on the final results of the thematic analysis of the interview data and is discussed in relation to the relevant literature to answer the formulation of the problem set out in this article.

The Role of Education Administration in Improving the Quality of Learning

Effective education administration plays an important role in creating an optimal learning environment, by ensuring the development of a curriculum that meets the needs of students and the provision of facilities and infrastructure that support the overall learning process [14]. Educational administration plays a role in improving the quality of learning [15]. Effective administrative management can improve the implementation of teaching and learning activities [16]. One of the key findings is that the existence of a well-organized administration supports more efficient time management, proper allocation of resources, and the development of a curriculum that is more relevant to the needs of students.

“Good education administration allows us to focus on developing a curriculum that meets the needs of students, as well as providing the necessary tools and infrastructure to support the learning process.” (K1, A1 interview)

This is also in line with research by [17] which states that good administrative management has a significant impact on the quality of learning, as it provides the necessary support in terms of resource management, time, and policies.

"We understand that good and appropriately organized management will support the creation of a comfortable and effective learning atmosphere for students and teachers. This includes managing lesson schedules, distributing assignments to teachers, and recording the results of systematic evaluations." (G1 interview)

Educational administration is identified as a very important element to create a conducive learning environment. The data collected showed that schools with strong administrations had higher student attendance rates and more active participation in learning activities. Other researchers, such as [18], also emphasizes that good administration helps schools in managing budgets, planning learning activities, and motivating students.

Challenges in Educational Administration Management

Inadequate managerial skills challenges can lead to a lack of clear division of tasks and poor coordination within the team [19]. This often leads to overlapping administrative work which reduces the productivity and effectiveness of the organization [20]. Efficiency in administration is highly dependent on the managerial ability to plan, organize, and supervise the execution of tasks well. Without these skills, staff will struggle to prioritize tasks, manage time, and ensure timely completion of tasks [21].

Although the role of education administration has proven to be important, the study also found a number of challenges faced by schools in Luwuk City. One of the biggest challenges is the limited number of human resources trained in the field of educational administration. The results of interviews with several teachers at Luwuk City High School show that not all schools have administrative staff who are skilled enough to manage data and resources efficiently.

"We often lack staff with adequate managerial skills, so administrative work often overlaps and is less efficient." (G2, interview)

These findings show that there are gaps in adequate administrative management capacity in many schools in Luwuk. In line with these findings, [22] It also found that most school principals in remote areas still do not receive adequate managerial training, which hinders more efficient administrative management.

In addition, suboptimal budget management is another problem that is often found. Most schools in Luwuk City face difficulties in allocating existing funds to support quality learning. This is related to a lack of understanding of proper and efficient ways of managing budgets, which leads to waste or untargeted allocation of resources.

"Often, we struggle to manage a limited budget, and this impacts the quality of the facilities we are able to provide for students." (SA1 interview).

Budget constraints in educational institutions often require prioritization of spending, which can result in sacrifices in the quality of educational facilities, potentially affecting the effectiveness of the learning process and student well-being [23]. Budget constraints faced by educational institutions can have a direct impact on the quality of facilities provided to students. Limited budget management requires decision-making that prioritizes several aspects, which often leads to sacrifices for the quality of educational facilities.

The Influence of Education Administration on Curriculum and Teaching Implementation

A well-organized administrative system plays an important role in improving teaching effectiveness, as it provides a clear foundation for planning and managing each learning session [6]. With more structured planning, teaching can be carried out more focused and efficient, which in turn can improve the quality of learning for students [24].

One of the interesting findings in this study is how good education administration has a direct effect on curriculum implementation and classroom teaching. Effective administrative management allows for better time management for learning activities and more organized evaluation implementation.

"With a good administration system, we were able to plan each learning session in a more structured way, which helped to improve the quality of our teaching." (G2, interview).

Good administrative management also contributes to more effective supervision and evaluation of learning. Data obtained from interviews showed that schools with good administration more often evaluated the teaching and learning process and followed up based on the results of the evaluation.

"We conduct periodic evaluations to monitor student progress and achievement. This evaluation is carried out every semester, both in the form of exams and student performance assessments in various aspects, such as academics and extracurricular activities." (F1, interview)

Senior High School 2 Luwuk conducts periodic evaluations of student achievements and changes the teaching approach in accordance with the results of the evaluation. These results are in line with the findings presented by [25] which shows that systematic evaluation in education administration has a positive impact on improving the quality of learning.

In-depth analysis of learning evaluation results allows for the identification of areas that require further improvement and development [26]-[30]. This process is then followed by adjustments or changes to existing teaching approaches, for example by providing a more intensive approach or using different teaching methods to address the difficulties experienced by a particular group of students, so that they can follow the learning more effectively [31]-[35].

“After the results of the evaluation are obtained, we analyze the data in depth to find out which areas need to be improved and further developed. Based on the results of this analysis, we then make changes or adjustments to the existing teaching approach. For example, if there is a group of students who are struggling in a particular lesson, we can provide a more intensive approach or use different teaching methods to ensure they can follow the learning better.” (F1, interview)

From the results of this study, it can be concluded that educational administration plays a very important role in improving the quality of learning at Luwuk City High School. Effective administration can help manage time, budget, and other resources that support the learning process. However, the challenges faced, such as the lack of managerial training for administrative staff and budget constraints, are still major obstacles that need to be addressed. Based on these findings, the study recommends that schools and local governments pay more attention to managerial training for administrative staff, as well as more efficient budget management [36]-[41].

Taken together, these findings sharpen the picture that emerges from prior research on educational administration. Where earlier studies have generally argued that good administrative management improves teaching and learning, the present findings show more specifically that, in the context of Luwuk City, this influence operates mainly through three mechanisms: more efficient time and resource management, more systematic curriculum planning, and more regular evaluation and follow-up of the teaching process. This is largely consistent with findings that link structured administrative systems to improved learning outcomes, and reinforces the argument that limited managerial training remains a persistent obstacle in less urbanized regions. Based on these patterns, it can be generalized that schools with more organized administrative systems, regardless of their specific local context, tend to exhibit stronger curriculum implementation, more consistent evaluation practices, and higher levels of student participation.

These findings carry both theoretical and practical implications. Theoretically, they extend the literature on educational administration by providing an empirical account of how administrative practices function within a semi-urban, resource-limited context in Eastern Indonesia, a setting seldom addressed in existing studies. Practically, the findings imply that school-level improvements in learning quality cannot be achieved through curriculum or teaching reform alone, but require parallel investment in managerial training and more transparent, efficient budget management at the school and local government level. The novelty of this study lies in its focus on the specific interplay between educational administration and learning quality in Luwuk City high schools, a local context that has rarely been examined in the educational administration literature. Unlike previous studies that tend to treat administrative management as a generic managerial function, this research highlights how budget constraints and the limited availability of trained administrative staff jointly shape the quality of teaching and learning in this particular region [42]-[47].

This study has several limitations. First, the qualitative approach and the relatively small number of informants mean that the findings cannot be statistically generalized to all high schools in Luwuk City or to other regions. Second, data were collected primarily through interviews, which may be subject to informants' subjective perceptions and social desirability bias. Third, the study focused on a limited number of schools, so variations across school types, such as public versus private or schools of different sizes, were not fully explored. Based on these limitations, future research is recommended to employ a mixed-methods or quantitative approach involving a larger and more diverse sample of schools, to enable broader generalization of the findings. Future studies could also examine the long-term impact of managerial training programs and budget reform policies on learning outcomes [48]-[51]. At the practical level, this study recommends that local governments and school leaders prioritize sustained managerial training for administrative staff and adopt more transparent and participatory budget planning processes to support the quality of learning in Luwuk City high schools.

4. CONCLUSION

This study set out to answer three research questions concerning the role, challenges, and improvement strategies of educational administration in high schools in Luwuk City. Based on the results of research and discussion, it can be concluded that good education administration has a significant impact on the quality of learning. Effective administrative management assists schools in planning curriculum that suits student needs, managing resources efficiently, and creating a conducive learning environment. Key findings suggest that schools with well-organized administration can improve time and budget management, as well as facilitate evaluation and follow-up of the learning process. However, the study also revealed the challenges faced by most schools in Luwuk City, such as the lack of managerial training for administrative staff and budget constraints

that impact the quality of facilities and resources available. The gap in adequate administrative capacity demonstrates the importance of improved training for administrative staff and more effective budget management to support the quality of learning. A new idea that can be developed from the findings of this study is the importance of closer collaboration between schools and local governments in increasing the managerial capacity of education administration. Ongoing training for school principals and administrative staff, as well as optimization of budget management, can be a strategic step to improve the quality of education in the area. These findings make a practical contribution for policy makers in formulating policies that support more efficient education administration and have a positive impact on the quality of learning at Luwuk City High School. As a conceptual contribution, this study proposes a collaborative administrative-capacity model, in which schools and local governments jointly and continuously strengthen managerial training and budget planning as an integrated strategy for sustaining improvements in learning quality.

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AUTHOR CONTRIBUTIONS

A They were in charge of designing the research and gathering the data. H They handled the data analysis and the preparation of the manuscript.. M They played a key role in developing the concept, advising on the research methodology, and providing valuable feedback on the manuscript. The authors have carefully reviewed the final version of the manuscript before approval.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

INFORMED CONSENT STATEMENT

Informed consent was obtained from all participants involved in the study. Participation was voluntary, and respondents were informed about the study purpose, the confidentiality of responses, and their right to withdraw at any time without penalty. No personally identifying information was disclosed in the reporting of results. All images in this article have been authorized and are the property of the authors.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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