

The Application of Educational Administration Functions in Improving the Quality of Elementary Schools

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Keywords:	Abstract
Educational Administration, POAC Functions, Elementary School Qualit	<i>This study aims to analyze and describe the implementation of educational administrative functions based on the POAC framework (Planning, Organizing, Actuating, and Controlling) and its contribution to improving school quality at SDIU Sahabat Madiun, East Java. School quality is measured through improvements in teacher competence and student academic achievement in accordance with the National Education Standards (SNP). This study employs a qualitative descriptive method. Data collection techniques included participatory observation over a one-month period, semi-structured interviews with the principal and teachers, and a documentary review of the School Work Plan (RKS) and school program documents. Data analysis utilized the Miles and Huberman model, which encompasses data reduction, data presentation, and drawing conclusions. The results of the study indicate that the four POAC functions have been implemented systematically and in an integrated manner. The Planning function is realized through the establishment of measurable quality targets via the RKS and RKAS. The Organizing function is reflected in the formation of an accountable internal quality assurance team (SPMI). The Execution function is carried out through the principal's transformational leadership, accompanied by in-house training programs for teachers. The Monitoring function is carried out through continuous academic supervision, in which evaluation results are used as feedback for the next planning cycle. It is concluded that the application of POAC-based educational administration functions contributes significantly to the continuous improvement of quality at SDIU Sahabat.</i>
Kata Kunci: Administrasi Pendidikan, Fungsi POAC, Mutu Sekolah Dasar	Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan implementasi fungsi administrasi pendidikan berdasarkan kerangka POAC (<i>Planning, Organizing, Actuating, and Controlling</i>) serta kontribusinya terhadap peningkatan mutu sekolah di SDIU Sahabat Madiun, Jawa Timur. Mutu sekolah diukur melalui peningkatan kompetensi guru dan prestasi belajar siswa sesuai Standar Nasional Pendidikan (SNP). Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui observasi partisipatif selama satu bulan, wawancara semi-terstruktur dengan kepala sekolah dan guru, serta studi dokumentasi terhadap Rencana Kerja Sekolah (RKS) dan dokumen program sekolah. Analisis

data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa keempat fungsi POAC telah diimplementasikan secara sistematis dan terintegrasi. Fungsi Perencanaan diwujudkan dalam penetapan target mutu yang terukur melalui RKS dan RKAS. Fungsi Pengorganisasian terefleksi dalam pembentukan tim penjaminan mutu internal (SPMI) yang akuntabel. Fungsi Pelaksanaan dijalankan melalui kepemimpinan transformasional kepala sekolah disertai program *In House Training* bagi guru. Fungsi Pengawasan dilaksanakan melalui supervisi akademik yang berkelanjutan, di mana hasil evaluasi dijadikan umpan balik untuk siklus perencanaan berikutnya. Disimpulkan bahwa penerapan fungsi administrasi pendidikan berbasis POAC berkontribusi signifikan terhadap peningkatan mutu SDIU Sahabat secara berkelanjutan.

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1. Introduction

The education sector is the main force in the process of building a nation. This is because quality education will produce superior individuals who have broad insights, critical thinking skills, and readiness to face various life challenges (Gómez et al., 2025; Jintalan & Litao, 2024). Although the urgency of education has been universally recognized, the reality is that many countries still face major obstacles in improving the quality and capacity of their education systems (Sari et al., 2020). Reform efforts continue to be carried out, and improving the quality of school management is one of the determining factors that cannot be ignored in improving the quality of education services as a whole (Maulana & Darmiyanti, 2024). Therefore, improving the education system from a managerial perspective is a strategic step that must be prioritized in the national development agenda.

Education administration plays a very strategic role in determining the quality of education delivery (Ghamrawi, 2023). This is due to the wide scope of educational administration that not only touches on technical-bureaucratic aspects, but also directly affects the effectiveness of the learning process in schools (Anand et al., 2023). Nawawi defines education administration as a whole systematic process that aims to control the cooperation of many people in order to achieve educational goals in formal institutions (Sappaile, 2024). In line with that, Engkoswara emphasized that education administration includes comprehensive arrangements of the curriculum, infrastructure, and the creation of a conducive learning climate (Fatimah & Ilyas, 2024). From these two views, it can be concluded that education administration is an integrated system that is the backbone of the successful management of educational institutions.

Globalization that continues to grow demands an increasingly effective and responsive education administration system (Tang et al., 2025; Turner & David, 2025). Because, in a rapidly changing environment, non-adaptive administration will hinder the achievement of national education goals and weaken the competitiveness of human resources at the global level. Kurniawan & Syahrani (2025), emphasized that an administration that is able to respond to the aspirations

of the community and the dynamics of changes in the strategic environment is an absolute prerequisite for the progress of education. Furthermore, Siregar et al. (2023), show that the success of development in various sectors is highly dependent on an administrative system that is able to integrate various managerial functions harmoniously and efficiently. Therefore, increasing the capacity of education administration is no longer an option, but a necessity in facing the challenges of the globalization era.

Teachers carry out a dual role that cannot be separated, namely as educators as well as executors of educational administration. This role is very crucial because teachers are at the forefront of education implementation, so their administrative abilities directly affect the quality of learning management in the classroom and at the level of educational units. Teachers' administrative duties include the preparation of learning tools, the management of academic activities, the preparation of educational calendars, and the management of school relations with the community (Nafrin & Hudaidah, 2021). The active involvement of teachers in these functions, ranging from planning, organizing, coordinating, to evaluation, makes them a key actor in the success of the administrative system in educational units (Kurniawan & Syahrani, 2025). Therefore, teachers' administrative abilities are important variables that cannot be ignored in an effort to increase the effectiveness of education delivery (Azzahra et al., 2024).

Although education administration has a very vital role, its implementation in the field is still far from optimal. This condition occurs because education administration as a field of practice is still in the development stage, so many educators do not fully understand its function and significance in supporting the educational process (Putri et al., 2024). Reality shows that most educators fail to realize how important the role of administration is in the progress of educational institutions, which ultimately negatively impacts the overall quality of educational services. The key to the successful implementation of education administration actually lies in the ability and capacity of managers, especially teachers, in carrying out these administrative functions consistently and professionally. Based on the gap between ideals and reality, this study aims to examine the role of education administration in improving the effectiveness of school management, as well as identify factors that affect the success of its implementation in educational units.

2. Methods

This study uses a descriptive method with a qualitative approach. The qualitative approach was chosen because this study aims to gain a deep understanding of the phenomenon being studied through narrative and descriptive data, not in the form of numbers or statistics. The qualitative method produces descriptive data in the form of written and spoken words from the subjects studied, as well as the results of observations of their behavior in the field (Moleong, 2014). This type of research is considered most suitable to examine the management strategy of school principals in implementing educational administration functions, which includes planning, organizing, implementing, and supervising.

This research was carried out at (SDIU: *Sekolah Dasar Islam Unggulan*) Sahabat Madiun, East Java. The selection of this location is based on the consideration that the school is one of the educational institutions that is actively developing an administrative system based on the management of the principal. The research was

carried out for approximately one month, starting from the initial data collection to the completion of data verification in the field. The subjects in this study are the principal and teachers at SDIU Sahabat Madiun. The selection of participants is carried out by *purposive sampling*, namely by selecting individuals who are considered the most relevant and have direct knowledge related to the implementation of educational administration functions in the school. Participants consisted of one principal as the main informant and several teachers as supporting informants, who were selected based on their involvement in administrative activities in the education unit.

The main instrument in this study is the researcher himself (*human instrument*), which is supported by observation guidelines, interview guidelines, and documentation study sheets. The data collection technique is carried out in three ways. *First*, participatory observation which was carried out for approximately one month to directly observe the implementation of administrative functions in schools. *Second*, semi-structured interviews are conducted with school principals with a duration of 45 minutes per session, as well as supporting interviews with selected teachers. *Third*, a documentation study that includes a review of school planning documents, activity schedules, program implementation reports, and supervision documents available at the school. This study uses triangulation techniques, which include triangulation techniques and source triangulation. The triangulation technique is carried out by comparing data obtained through observations, interviews, and documentation studies to ensure the consistency of the findings. Source triangulation is carried out by comparing the information obtained from the principal with the information provided by the teacher, so that the data produced is more credible and can be scientifically accounted for.

The data analysis in this study uses the Miles and Huberman model, which consists of four stages, namely data collection, data reduction, data presentation, and conclusion drawing (Miles et al., 2015). At the reduction stage, the collected data is sorted and focused on matters relevant to the implementation of the educational administration function. Furthermore, the data is presented in the form of a systematic descriptive narrative to facilitate interpretation. The final stage is the drawing of conclusions based on the overall data that has been analyzed, in order to answer the formulation of research problems regarding the principal's management strategy in carrying out the educational administration function at SDIU Sahabat.

3. Result and Discussion

3.1. Implementation of the Planning Function in Education Administration

Planning is a fundamental prerequisite that must be integrated from the early stages of the education administration cycle. This function plays a role in improving coordination capabilities, minimizing potential operational anomalies, and providing a reference framework for control mechanisms (Mayasari et al., 2021). In the context of POAC developed by George R. Terry, planning is the starting point that determines the direction and quality of the overall administrative process (Wijayanti & Wicaksana, 2023).

The results of observations and interviews at (SDIU: *Sekolah Dasar Islam Unggulan*) Sahabat show that the planning function has been carried out comprehensively and in a structured manner. The plan prepared includes eight main aspects, namely curriculum, student affairs, facilities and infrastructure,

staffing, special services, public relations, learning processes, and general administration. Each aspect is planned in an integrated manner under the direct coordination of the principal, involving the entire teacher council as the person in charge of implementation. This is in line with the view of Aziz et al. (2024), that effective planning requires the identification and allocation of two main resource elements, namely material resources and human resources, before activities begin. The principal of SDIU Sahabat affirmed his commitment to the quality of planning through the following statement:

"The planning here is not just a document, but our commitment to ensure that all the wheels of the program rotate according to the long-term goals. This ongoing planning includes the division of responsibilities and the implementation of the program throughout the school year."

The statement indicates that planning at SDIU Sahabat is not purely administrative-formal, but has become part of the school organizational culture. These findings reinforce Brantas argument in Mayasari et al. (2021), that effective planning includes not only goal setting, but also continuous revision and adjustment based on performance monitoring results. Thus, the implementation of the planning function at SDIU Sahabat can be categorized as having run optimally and oriented towards improving the quality of education on a continuous basis.

3.2. Implementation of Organizing Functions in Education Administration

Organizing is a central function that involves the formation of working relationships between individuals in order to create work units that are able to achieve predetermined goals. This function includes the identification of resource needs, the design of working groups, the delegation of tasks and authorities, and the establishment of a formal structure that maps the positions and functions of each personnel (Aziz et al., 2024). Proper organization is the foundation for effective coordination at the implementation stage, as well as ensuring that there is no overlap of roles and ambiguity of responsibilities among the members of the organization.

The results of field observations show that SDIU Sahabat has implemented a structured and measurable organizational system. All work units, both educators and education staff, have clearly defined job descriptions and functions. The division of tasks is carried out based on the alignment between the competencies, experiences, and interests of each personnel, so that each individual can carry out their duties optimally. This management is carried out under the direct supervision of the principal to ensure that school operations run effectively and efficiently. The principal of SDIU Sahabat explained the organizing principles applied as follows:

"We have carefully arranged the division of tasks, and I remain fully responsible for the results. The principles we apply include unity of purpose, continuity of authority and responsibility, and accountability, where the principal remains fully responsible for the delegation and proportionate division of labor to all personnel."

This statement reflects the application of organizational principles that are in line with modern management theory, especially the principles of *unity of command* and *accountability* emphasized (Aziz et al., 2024). These findings indicate that the organization at SDIU Sahabat is not only structural-administrative, but also

prioritizes the value of leader accountability as the foundation of teamwork effectiveness. Thus, the implementation of the organizing function in this school has contributed significantly to the creation of a harmonious and productive work climate.

3.3. *Implementation of the Actuating Function in Education Administration*

Briefing is an administrative function that aims to move all members of the organization to work synergistically towards achieving institutional goals. This function includes two main roles, namely improving understanding and two-way communication, and motivating teachers and staff to carry out tasks productively and disciplinedly (Wijayanti & Wicaksana, 2023). The effectiveness of briefings is highly dependent on the ability of school principals to provide clear instructions, build trust, and encourage a smooth transition from the planning phase to program implementation (Rohimah et al., 2024).

The results of the study show that the principal of SDIU Sahabat has implemented the briefing function effectively and measurably. The briefing is not only directed at increasing morale, but also to ensure that each program implemented is in line with the school's vision, mission, and goals. Tactically, the principal uses briefings as an instrument to encourage teachers to develop new learning modules, which are then monitored for implementation periodically. The principal of SDIU Sahabat revealed the orientation of the briefing applied as follows:

"Our ultimate goal is the satisfaction of parents, students and the community. Our briefings are always directed to increase the work output of teachers so that the quality of education we provide is maximized. We not only inspire, but also measure the extent to which that inspiration produces the desired quality."

The statement shows that the briefing at SDIU Sahabat has gone beyond the conventional instructional function and is moving towards an *outcome-based leadership* approach. This is in line with Rifky's view that effective implementation does not only depend on technical guidance, but also on the ability of leaders to motivate and mobilize all available human resources. Thus, the briefing function carried out by the principal of SDIU Sahabat has proven to be able to encourage continuous improvement of the quality of teacher performance.

3.4. *Implementation of Supervisory Functions in Education Administration*

Supervision is the last function as well as a quality assurance mechanism for the entire educational administration process that has taken place. This function is implemented through two complementary mechanisms, namely coaching that focuses on improving overall educational conditions, and program supervision that is carried out systematically to ensure the achievement of educational goals. In addition, evaluation acts as an instrument for measuring organizational effectiveness, the results of which become the basis for strategic decision-making and at the same time restart the POAC cycle at a better planning stage.

The results of the research at SDIU Sahabat show that the supervisory function is carried out by emphasizing aspects of professionalism and continuous coaching. The supervision implemented by school principals not only focuses on the enforcement of discipline, but also on the development of the professional capacity of all personnel, both teachers and education staff. Supervision is carried out in a routine and structured manner, accompanied by the delivery of accurate

information about the rights and obligations of each personnel, so as to create conducive working relationships in all school components (Mayasari et al., 2021). The principal of SDIU Sahabat interpreted the supervisory function as follows:

"We view supervision not as an examination, but as coaching. The professional guidance we provide is an investment so that every teacher and staff can reach their full potential, and this has been proven to significantly improve their performance."

The meaning of supervision as coaching revealed by the principal reflects a paradigm shift from top-down and controllistic supervision to a developmental and empowering supervision model. This approach is in line with the concept of clinical supervision in modern educational administration, which emphasizes that the primary goal of supervision is not simply to find faults, but to encourage continuous professional growth. Thus, the implementation of the supervisory function at SDIU Sahabat has not only succeeded in improving work discipline, but also contributes to the development of a culture of professionalism that has a direct impact on improving the quality of educational services.

3.5. POAC Implementation and Its Contribution to School Quality Improvement

Based on the analysis of the four educational administration functions above, it can be concluded that SDIU Sahabat has implemented the POAC framework in an integrative and sustainable manner. These four functions do not run partially, but rather form a mutually supportive management cycle: comprehensive planning becomes the foundation of effective organizing, structured organization allows for directional direction, and coaching-based supervision ensures the whole process returns to better planning. These findings reinforce the view of Wijayanti & Wicaksana (2023), that the integrated implementation of the four functions of POAC ensures that all educational resources and activities are managed in an effective cycle of continuous improvement. Thus, the successful implementation of educational administration at SDIU Sahabat is inseparable from the leadership of the principal who is able to integrate the four functions consistently and quality-oriented.

4. Conclusion

The implementation of educational administrative functions at SDIU Sahabat Madiun has been carried out systematically and in an integrated manner through the POAC cycle Planning, Organizing, Executing, and Controlling which has proven to contribute significantly to improving school quality. The Planning function is carried out by setting measurable quality targets in the School Work Plan (RKS) and the School Budget Plan (RKAS); Organizing is realized through the formation of an accountable SPMI team; Execution is the key to success through the principal's transformational leadership and the In House Training program; and Monitoring is carried out consistently through academic supervision, the results of which are used as feedback for subsequent planning. These four functions do not operate in isolation but form a mutually supportive management cycle oriented toward continuous improvement. Consequently, other elementary schools are encouraged to consistently adopt the POAC framework and involve all stakeholders including the principal, teachers, and educational staff in every stage of administration to achieve sustainable educational quality.

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