



ANALYSIS OF THE ROLE OF EDUCATION PERSONNEL IN SCHOOL ADMINISTRATION

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Abstract

Educators and education staff have the same role and task, namely carrying out various activities that lead to the creation of convenience and success for students in learning. The role of educators in facilitating school administration is very important because they have great duties and responsibilities for the smooth running of teaching and learning activities in schools. Every school requires skilled, reliable educators, and understand the job description. The formulation of the problem in this paper is first, what is included in school administration? Second, what is the role of education personnel in school administration? The purpose of this study is to increase understanding of the concept of school administration and the professional ethics of education personnel in school administration. This study uses a qualitative method with a library research approach. Data collection techniques by taking data in the library, reading, taking notes, and processing research material. Based on the results of the data analysis, several conclusions were found as follows regarding matters covered in school administration, namely 1. Curriculum Administration, 2. Student Administration, 3. Infrastructure Administration, 4. Financial Administration and 5. Public Relations Administration. The role of education personnel in school administration is to play an active role in quality service efforts, and the formation of professional human resources in the field of school development and administration. As well as carrying out the educational code of ethics as a form of moral responsibility towards his profession as an educator

Keywords: Education Personnel, School Administration

INTRODUCTION

Schools are educational institutions created by the government and the private sector as the best place to learn and play an important role in producing Human Resources so that they have high qualifications and competencies by developing intellectual, potential, spiritual, personality, and social abilities as well as forming democratic and responsible human beings.

Educators and education personnel are two different "professions" that are closely related to the world of school. Article 1 of Law no. 20 of 2003 concerning the Education System states that education personnel as members of the community who

are devoted and appointed to support the implementation of education. Meanwhile, educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity and participate in providing education. In the article's contents, it is clear that education personnel have a wider "profession" scope, including educators—librarians, administrative staff, and learning resource center staff. The principal is one of the "professional" groups that fall into the category of education personnel. While those who are called educators are people who in carrying out their duties will face and interact directly with their students in a systematic, planned, and purposeful process. The use of the term in the group of educators is adapted to the scope of the environment in which they each work, for example, teachers, and lecturers.

According to Tri Yuni Hendrowati (2020), schools as educational institutions can carry out their functions if all activities in them are managed properly. School administration is the entire management process, starting from planning, organizing, implementing, managing, regulating, and controlling various ways or efforts so that school goals can be achieved.

The activities of people in the school environment in classifying, compiling, and organizing various kinds of work need to be well planned and organized to achieve educational goals. Improving the quality of education in a school institution will be successful if all related components of education operate optimally. According to Daimatun Nafiah (2011), efforts to improve the quality of education are the main priority of the national education program. In this case, clear SOPs are needed, orderly and orderly management of archives requires skilled and competent human resources. Ushansyah (2017) states the role of school administration staff is very important in supporting the success and smooth running of school administration. In dealing with school administration, it takes sufficient skill and ability in the field of administration. Therefore, human resources, in this case, administrative staff, are an important component of a school.

Educators and education personnel have the same role and task, namely carrying out various activities that lead to the creation of convenience and success for students in learning. This has been confirmed in Article 39 of Law no. 20 of 2003 concerning the National Education System, which states that (1) Educational personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units, and (2) Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service, especially for educators at universities. The role of school administration staff in facilitating school administration is very important, but in reality on the ground, the lack of knowledge and experience of education personnel about school administration is a phenomenon that needs to be resolved immediately. Because the role of administrative staff in a school is very large for the smooth teaching and learning activities in schools.

Every school requires skilled, reliable administrative staff, who understands the job description. This is because the work is administrative and is subject to special rules. Following staffing regulations, school administration duties at the education level may not be concurrent with other functional staff. As the background that has been described, the formulation of the problems that will be in this research are. What is included in school administration. What is the role of education staff in school administration. The purpose of this study is to increase understanding of the concept of school administration and professional ethics for education personnel in school administration

Previous research

The first research by Ushansyah in the article *The Importance of School Administration for the Advancement of Education* (2017) states that schools are educational institutions that are integrated between one component and another. One of the important supporting components in educational institutions, in this case, schools, is the administrative staff. The role of school administration staff is very important in supporting the success and smooth running of school administration. In dealing with school administration, it takes sufficient skill and ability in the field of administration. Therefore, human resources, in this case, administrative staff, are an important component of a school.

The second study by Daimatun Nafiah in the article *The Role of Standard Operating Procedures in Supporting School Administration* (2011) states, that managing a school really needs data about students, curriculum, infrastructure, and so on. Data on orderly and orderly school administration is very much needed to improve efficiency, quality, and performance in the school. To expedite administrative activities to be more effective and efficient, a clear procedure is needed. In this case, a clear SOP (Standard Operating Procedure) is needed, in addition to the management of an orderly and orderly archive and the existence of skilled and competent human resources. Administrative activities have a significant influence on the smooth running of the organization's activities in achieving its goals. The administration of an educational institution is a major source of management in regulating the teaching and learning process in an orderly manner so that it can achieve its goals.

Furthermore, a study entitled *The Role of Education Personnel in Improving the Quality of Student Services at Man 2 Model Medan* by Erna Julianti (2020) stated that the role of education personnel in student services at MAN 2 Model Medan was said to be good. Based on the results of interviews obtained from various parties, where the parties are the Principal, Head of Administration, Administrative Staff, Laboratory Assistant, Library Staff, Cleaning Staff, Security Officers, and students. Among the work units, a formal working relationship is established in cooperating, following their respective authorities and responsibilities. Education Personnel in providing services to students cannot escape the scope of management, while the implementation of management in improving the quality of student services includes the first, the Planning Process for Education Personnel Services to Students, second, the Organizing Process for Education Personnel Services to Students, and the third Process for Supervision of Education Personnel Services to Students. , the fourth Process of Evaluation of Education Personnel Services to Students.

School Administration Concept

School administration is the application of administrative science in school operational activities or as the application of administration in fostering, developing, and controlling business practices in schools as educational units (Parida et.al, 2021). According to Satrio et al (2021), school administration is also a process of utilizing all available resources/potentials in the school, both personnel (heads, vice principals, teachers, staff) and materials (curricula, tools, or media, and other facilities). So school administration can be assessed as a process and can also be assessed as the obligations and responsibilities of school organizations.

Ministry of Education and Culture of the Republic of Indonesia, in the Curriculum Implementation Guidelines. It is said that administration is a joint effort to utilize all resources (personnel and material) effectively and efficiently to support the achievement of educational goals. The administrative activities are carried out in each group of collaboration of many people in various fields of life including the field of education, therefore, educational administration is the application of administrative

science in the activities of fostering, developing, and controlling educational efforts in the form of cooperation of many people with use all available facilities and infrastructure both morally and materially and spiritually to achieve educational goals effectively and efficiently. Ushansyah, (2017) states that the benefits of school administration are providing flexibility in managing resources and in involving the community to participate, encouraging the professionalism of school principals, in their roles as managers and school leaders. The school administration encourages the professionalism of teachers and principals and provides a sense of school responsiveness to local needs, increasing and ensuring educational services, following the demands of students and the school community which the executor is the education personnel

Educators and Education Personnel

It is necessary to distinguish between educators and education staff (Muhammad Yusri Bachtiar, 2016). Draft Government Regulation (RPP) CHAPTER XII, 2005 Article 139, Article 1 states that educators include teachers, lecturers, counselors, tutors, tutors widyaiswara, tutors, instructors, facilitators, trainers, and other designations of professions that function as learning agents for the student. Meanwhile, regarding education personnel, it is stated in Article 140 Paragraph 1 (RPP, Chapter XII/2005). Educational personnel include education unit leaders (Principals), non-formal education unit supervisors, formal education unit supervisors, library staff, laboratory personnel, learning resource technicians, educational field staff, administrative staff, psychologists, social workers, therapists, school cleaning staff, and another name for similar officers who work in educational units.

The duties and responsibilities of education personnel in paragraph 2 (Article 140/Chapter XII/RPP/2005) are as follows.

1. The head of the education unit has the duty and responsibility to manage the education unit in formal and/or non-formal education.
2. Inspectors are in charge and responsible for monitoring, assessing, and fostering non-formal education units.
3. Supervisors are tasked and responsible for monitoring, assessing, and fostering basic education units, secondary education, and formal early childhood education.
4. Librarians are responsible for implementing the management of learning resources in the library.
5. Laboratory personnel have the duty and responsibility to assist educators in managing practicum activities in educational unit laboratories.
6. Learning resource technicians are tasked and responsible for preparing, maintaining, and repairing learning facilities and infrastructure in educational units.
7. Educational field workers are tasked with and are responsible for collecting data, monitoring, mentoring, and reporting on the implementation of non-formal education.
8. Administrative staff is in charge and responsible for administering administrative services in the education unit.
9. Psychologists are tasked and responsible for providing pedagogical psychological assistance services to students and educators in special education units and early childhood education.
10. Social workers are tasked and responsible for providing socio-pedagogical assistance services to students and educators in special education units and early childhood education.
11. The therapist is in charge and responsible for providing physiological kinesiological assistance services to students in special education units and early

childhood education.

12. School cleaning staff are in charge and responsible for providing school environment cleaning services.

RESEARCH METHODOLOGY

Types of research

This study used a qualitative method with a library research approach. Library research is research that is carried out only based on written works, including research results, both published and unpublished (Embun, 2012). A literature study or literature study that contains theories that are relevant to research problems. This section reviews the concepts and theories used based on the available literature, especially from articles published in various scientific journals. A literature study serves to build concepts or theories that form the basis of study in research. After all the data has been collected, the next step is to analyze the data so that a conclusion is drawn (Arikunto, 2010).

Data Collection Techniques.

The method of collecting data in this study is documentation, which is collecting data and information from some relevant literature. It means that the researcher examines and/or explores several journals, books, and documents (both printed and electronic) as well as other sources of data and/or information deemed relevant to research or studies. The data analysis technique used is content analysis, which is a technique used to analyze and understand the text. This study was conducted by examining reading sources that have to do with the themes discussed, and using documents from previous research results that have to do with educators and education administration.

Data collection is done by browsing relevant reading books, scientific journals published on Google Scholar, digital libraries, and online libraries.

Data Analysis Technique

Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher.

According to Melfianora (2019), Research on literature studies requires careful analysis. Therefore, the research method used in data collection is by taking data in the library, reading, taking notes, and processing research materials to conclude.

The stages to be carried out in this study are the first is determining the theme. At this stage, researchers conducted more observations of data in the form of documents. Look for topics of interest and in this study topic of interest to researchers is the concept of school administration and the professional ethics of education personnel in school administration, after that, the second is formulating the problem. This stage is the reason why a topic is decided to be tested. This is done by researchers to formulate the problem with the chosen theme. The third is to collect data and determine research methods. Namely conducting theoretical studies related to the research topic. Literature sources can be obtained from books, journals, magazines, news, research results (thesis, thesis, and dissertation), and other relevant sources. The fourth is to Analyze and compile the data findings. The last is to draw conclusions. This stage is the answer to the research objectives which are at the conceptual/theoretical level. Researchers regularly arrange the data obtained so that they can conclude from the data that has been collected.

RESEARCH RESULTS AND DISCUSSION

Result

Following the formulation of the problems described, it was found that those significant included in school administration include 1. Curriculum Administration, 2.

Student Administration, 3. Infrastructure Administration, 4. Financial Administration and 5. Public Relations Administration.

1. Curriculum Administration

The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Law No. 20 of 2003 concerning the National Education System).

Curriculum Administration includes recording and managing curriculum activities. These activities include the Availability of a curriculum that is used as a teaching guide in each generation; the Availability of curriculum descriptions for each subject which includes: SK (Standard Competence), KD (Basic Competence), and Indicators; Availability of learning program units/Learning Implementation Plans for each subject at each grade level; Description of the presentation of the subject matter of each subject for each semester of learning; and) a description of the subject matter of each subject for each semester of learning. Besides recording the implementation of the national curriculum, the curriculum administration also records the local curriculum/local content as well as the allocation of learning time for the local content curriculum (Tri Yuni Hendrowati, 2021).

According to Amka (2021) in his book entitled Management and School Administration, it is necessary to implement curriculum management in the education process so that the planning, implementation, implementation, and evaluation of the curriculum run more effectively, efficiently, and optimally in empowering various learning resources, learning experiences, and components. curriculum. Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system to realize the achievement of curriculum objectives. Five principles must be considered in implementing curriculum management, namely 1. Productivity, 2. Democratization, 3. Cooperative, 4. Effectiveness and efficiency, 5. Vision, mission, and goals are set in the curriculum. While the Curriculum management functions include 1. Increasing the efficiency of the use of curriculum resources, 2. Increasing equity and opportunities for students to achieve maximum results, 3. Increasing the relevance and effectiveness of learning according to the needs of students and the environment around students, 4. Increase the effectiveness of teacher performance and student activities in achieving learning objectives, 4. Increase the efficiency and effectiveness of the teaching and learning process.

Curriculum planning includes:

- a. Beginning and end of the school year / educational calendar, lesson schedule.
- b. New student admissions and preparation for the school year.
- c. Activities on the first day of school
- d. Effective study days
- e. Public, special, and quarterly holidays
- f. Daily test, mid-semester, semester, and UAN
- g. Report

2. Student Administration

Students are people or individuals who receive educational services in accordance with their talents, interests, and abilities so that they grow and develop properly and have satisfaction in receiving the lessons given by their educators. Students are very important because they are the real recipients of education. Therefore, their character and nature, and attitudes must be studied, observed, and taken into consideration in providing educational material (Amka, 2021).

One of the scopes of educational administration is student administration. Student administration includes 1) student organizations and associations, 2) student health and

welfare issues, 3) assessment and measurement of student progress, and 4) guidance and counseling for students (Triyuni, 2021).

Schools must be able to present resource management in a transparent, democratic, and non-exclusive manner and be accountable to both the community and the government to improve student service capabilities. According to Ushansyah (2017), the components of student administration include 1) New Student Admissions; 2) Guidance and Counseling Programs; 3) Grouping of Student Learning; 4) Student Attendance; 5) Student Transfers; 6) Student Statistics Board; 7) Student's book.

Schools or educational institutions are organizers of structured educational activities, so schools have responsibility for data on reports of students' education levels. Structured and gradual formal education consists of early childhood education, basic education, secondary education, and higher education. Formal education is structured, has clarity on who regulates it, and has a clear and accredited system so that every time students complete a teaching unit, students can continue to a higher level.

3. Administration of Infrastructure

Management of school infrastructure is a process of utilization whose targets are educational facilities and infrastructure, such as school facilities and infrastructure, library facilities and infrastructure, teaching media, and other infrastructure facilities, (Amka, 2021). Law Number 20 of 2003 Chapter XII concerning Educational Facilities and Infrastructure Article 45 (1) each formal and non-formal education unit provides facilities and infrastructure that meet educational needs by the growth and development of physical potential, intellectual, social, emotional, and mental intelligence learners. (2) Provisions regarding the provision of educational facilities and infrastructure in all educational units as referred to in paragraph (1) shall be further regulated in a Government Regulation.

Administration of facilities and infrastructure can be interpreted as organizing activities, starting from planning needs, procurement, storage, and distribution, utilization, maintenance, inventory, and elimination as well as structuring land, buildings, equipment, and school furniture in an effective and targeted manner. The outline of the administration of facilities and infrastructure includes 5 things, namely: (1) determination of needs; (2) procurement process; (3) usage; (4) recording; and (5) accountability. If the facilities do not meet the requirements then there is no effective learning process. School facilities include (1) curriculum, (b) teacher handbooks, (c) student reading books, (d) laboratory equipment, (e) office stationery, and (f) learning media aids. Meanwhile, school infrastructure is generally defined as various goods/objects that provide indirect support in the learning process. In general, school infrastructure includes (1) school grounds, (2) buildings, (2) classrooms, (3) teacher and student desks, (4) warehouses, (5) bathrooms, (6) school library, (7) laboratory, (7) telephone/fax, etc. (Triyuni, 2021).

The Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning Standards for Facilities and Infrastructure for SD/MI, SMP/MTs, and SMA/MA regulates in full the infrastructure that must be owned by educational units to meet the applicable national education standards. Therefore, the administration of facilities and infrastructure is needed to support the implementation of education to fulfill supporting facilities by the curriculum.

4. Financial Administration

An organization or school institution requires funds or fees to support educational activities. Education financing is always based on the budgeting system. The budget plan is usually determined by the activities that will be carried out during a certain period of the school year.

Education financing is the rupiah value of all resources (inputs) used for an educational activity. School financial administration is an activity of planning, budgeting, checking, managing, controlling, searching, and storing funds organized by a school. Financial management is an act of financial management/administration which includes recording, planning, implementation, accountability, and reporting.

The objectives of school financial management are first to increase the effectiveness and efficiency of the use of school funds. Second, increasing accountability and transparency related to school finances. Third, minimize the misuse of the budget for things that are not needed.

There are two kinds of school financial sources, namely government and non-government sources. Finance from the government is from routine money and development money, while finance from the non-government is from tuition fees and donations from parents and the community, either through the school committee or directly to the principal. Financial administration and its responsibilities are determined by law. Because financial issues are sensitive issues, they need to be managed carefully and carefully. For that, we need neat and correct bookkeeping of the receipt and disbursement of money. Financial holders need to be regulated regarding school financial bookkeeping, procedures for using finance, and accountability (Tri Yuni, 2021).

According to Uhansyah (2017), there are several officers involved in the management of financial administration, namely:

1. Authorizer is an official who is authorized to take actions that result in budget receipts and expenditures
2. Ordonator is an official authorized to conduct testing and order payment for all actions taken based on the authorization that has been determined.
3. Treasurer is an official authorized to receive, store, and disburse money and is required to make calculations and accountabilities.

5. Public Relations Administration

In essence, schools are an inseparable part of society, for example, parents who are members of the Educational Assistance Agency (BP3) or direct superiors in an organizational structure of foundation institutions.

The term school relations with the community was first proposed by the president of the United States, Thomas Jefferson in 1807 with the term Public Relations. Until now, the understanding of the relationship with the community itself has not reached a conventional consensus. The definition of a relationship with the community according to Abdurrachman is an activity to instill and gain understanding, goodwill, trust, and appreciation from the public for a particular body and society in general (Suryosubroto, 2004).

Public relations as a liaison between the school and the community must always be maintained properly because the school will always be in touch with the community, and cannot be separated from it as a school partner in achieving the success of the school itself. School achievement will be higher in the eyes of the community if the school can produce smart students, who have personality and can apply the knowledge they have gained in advancing society (Amka, 2021).

Discussion

The Role of Education Personnel

Educators and Education Personnel is one of the National Education Standards that require special attention from the government and society. The government is trying to educate the nation's life by improving the quality of education which urgently needs the role of educators and education personnel so that it can produce a generation that is intelligent and has a noble character. (Yusri, 2016). Educators are people who carry out

activities in the field of educating, giving, or distributing knowledge and skills (Satrio et al, 2021). The analysis of the word educator with the field of duties and work of educators means a certain profession or expertise of someone whose job is to educate and provide education. Educator personnel or also called educators are people who are involved in educational tasks, such as teachers/lecturers as the main role holders, managers/administrators, supervisors, and employees.

The teacher profession is an educator or one who provides education. Educational personnel is the staff who are involved in educational institutions or organizations who have educational insight (understanding philosophy and educational science) and carry out educational implementation activities (micro or macro) or implementation of education (Aliyyah, 2018). Thus the Education Personnel can be divided into five categories, namely: 1) educators, consisting of supervisors, teachers, and trainers; 2) educational functional personnel, consisting of inspectors, supervisors, researchers, and development in the field of education and librarians; 3) educational technical staff, consisting of laboratory assistants and learning resource technicians; and 4) education unit management personnel, consisting of school principals, directors, chairpersons, rectors, and heads of non-school education units.

According to Rusydi Ananda (2018) in a book entitled *Educator Profession and Educator Personnel*; Educational Personnel means people who are involved in the process of educational activities. The education personnel profession is a job that is carried out by a person related to the process of providing education that can produce and is carried out with certain skills, abilities, and skills and is based on applicable norms. In the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System chapter I article 1 it is stated that the educational personnel is a member of the community who is dedicated and appointed to support the implementation of education. In this context, members of the community with certain criteria and standards are appointed to support the implementation of the educational process in educational units such as teachers, school principals, supervisors, laboratory assistants, librarians, researchers, and technical personnel in the administration of education.

1. Function of Educator or Education Personnel

A professional teacher or education personnel has the following functions and duties:

- a. Provide culture to students in the form of knowledge, skills, and experiences.
- b. Building a harmonious student personality according to the ideals and the Indonesian Constitution and Pancasila.
- c. As an intermediary in learning, the teacher is a guide to bring students towards maturity and shape students into good and virtuous Indonesian citizens.

2. Rights and Obligations of Education Personnel

The rights inherent in education personnel as described in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System are as follows:

1. Obtain appropriate and adequate income and social welfare insurance.
2. Earning income by duties and work performance.
3. Obtain career coaching by quality development guidelines.
4. Obtain legal protection in carrying out duties and rights to intellectual property results.
5. Get the opportunity to use educational facilities, infrastructure, and facilities to support the smooth implementation of tasks.

While the obligations that must be carried out by educational personnel are:

1. Creating an educational atmosphere that is meaningful, fun, creative, dynamic, and

- dialogical.
2. Have a professional commitment to improving the quality of education.
 3. Set an example and maintain the good name of the institution, profession, and position following the trust given to him.

The classification of education personnel as stated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System is stated as follows:

- 1). Head of education unit.
The head of an educational unit is a person who is given the authority and responsibility to lead an educational institution or unit. They are:
 - a. Rector.
 - b. headmaster.
 - c. Director or other terms.
- 2). Educator.
Educators are education personnel who participate in the provision of education with special duties as teaching professions, they are:
 - a. Teacher.
 - b. Lecturer.
 - c. Counselor.
 - d. Supervisor.
 - e. Study tutor.
 - f. Widyaiswara.
 - g. tutor.
 - h. Facilitator.
 - i. Ustad and other terms that apply in society.
- 3). Other education personnel.
Other education personnel are people who participate in the provision of education in educational units or institutions, even though they are not directly involved in the educational process, they are:
 - a. Vice principal.
 - b. Librarian.
 - c. laboratory.
 - d. Administration.
 - e. Extracurricular trainer.
 - f. Security officer

Educational personnel plays a very important role in school administration as one of the human components in the teaching and learning process. Educators play an active role in efforts to establish professional human resources in the field of school development and administration.

Educators and education personnel are required to have social competence, for example: able to work together, be good at getting along with empathy, be sociable, and so on, and direct students in realizing interpersonal intelligence. Educators and education personnel can apply academic culture, transform learning culture, and direct students to be able to preserve and criticize culture as a nation's identity.

Educational governance in the context of ethical management must use the basis of norms and general morality that applies in society. As stated by Purwadhi (2018), "Education assessment is not only determined by the success of academic achievement alone but success is measured by the benchmarks of the paradigm of morality and social

and religious values. This benchmark must be an integral part of assessing the success of the educational activity.

The profession is a job done by someone who has quality education or expertise in a field. Professional ethics are the rules of work carried out as a moral embodiment, guidelines that must be obeyed by professional actors. Every education personnel is obliged to maintain a good name, harmony, image, and honor in carrying out their professional duties, both with leaders, fellow educational personnel, the general public, nation, and state, and can carry out professional ethics for educational staff properly. The Code of Ethics for Education Personnel according to Lidwina (2019): 1) Faith and fear of God Almighty. 2) Guiding students 3) Creating a conducive school atmosphere, 4) Establishing good relations 5) Respecting colleagues and guiding each other between colleagues. 6) Have insight into the world of education, psychology, and culture from the area of the students, as well as the environment that is considered capable of supporting student learning. 7) Cooperate with related parties honestly.

CONCLUSIONS

Based on the results of data analysis, in school administration, the following conclusions were obtained regarding the matters included in school administration, namely 1. Curriculum Administration, 2. Student Administration, 3. Infrastructure Administration, 4. Financial Administration, and 5. Public Relations Administration. The role of education personnel in school administration is to play an active role in quality service efforts, and the formation of professional human resources in the field of school development and administration. As well as carrying out the educational code of ethics as a form of moral responsibility towards his profession as an educator

Thank-you note

The researchers would like to thank those who have helped, and allowed the author to do research. Hopefully what has been done can be useful for all readers.

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