Quality Administration as a Strategic Advantage for Schools: A Management Analysis to Enhance Educational Competitiveness

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ABSTRACT

Quality education is able to improve the quality of human resources and the nation's competitiveness in the global era. However, many educational institutions currently face great challenges in maintaining quality stability due to administrative governance which is still considered as a mere archive, not a strategic function. Poor document and data management often leads to low accountability and loss of public trust. Therefore, a transformation is needed in the management of quality administration in order to be able to improve the bureaucracy into a real advantage for schools. This article aims to analyze the management strategy of education quality administration and its impact on improving the overall competitiveness of schools. This study uses a qualitative approach with a Systematic Literature Review (SLR) design. The data was collected through a search of scientific databases such as Google Scholar using Publish or Perish (PoP) software with the criteria of journal articles in the last five years. The data analysis techniques used are collecting data, presenting data, and inferring from relevant literature. The results of the study show that an effective quality administration management strategy is integrated in the POAC cycle (planning, organizing, mobilizing, and control), strategic administrative structuring, and harmonizing the digitization of information services. The use of technology has been proven to be able to minimize human error, which directly increases the perception of the professionalism of the institution in the eyes of the public. In conclusion, orderly and transparent administration is an absolute necessary condition in the implementation of Total Quality Management (TQM) to create quality schools. The implication of this study is the importance of school leaders to invest in human resource competencies and system digitalization to build public trust and ensure quality sustainability in the midst of increasingly fierce educational competition.

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1. INTRODUCTION

Quality education should be a tool to improve the quality of human resources and the nation's competitiveness. However, the fact is that there are still many institutions that have difficulty maintaining consistent quality standards. Often, these problems arise from weak administrative governance which is often considered a purely clerical task. In fact, structured administrative management where there is active planning and supervision, encourages the production of competitive graduates and the achievement of the overall welfare of the institution (Cahaya et al. 2025).

The administration of education or that of an institution is essentially the main driving system that ensures that all school resources run in sync to meet and achieve the vision of the institution. Quality administration is not just a matter of paperwork, but the heart of internal quality assurance (SPMI) which ensures that every education service meets national and even international standards. Schools with cluttered document and data management tend to have low levels of parental trust. In literature, the competitiveness of schools is not only measured by student achievement, but by how the management system guarantees sustainable quality (Sallis, 2014).

In today's social context, schools in Indonesia face very high competitive pressure. People are now more critical in choosing educational institutions, where they look not only at physical facilities, but also the accountability and efficiency of school bureaucracy. Neat administrative management has been proven to have a significant effect on the achievement of quality standards through professional supervision mechanisms (Haryanah et al. 2024). Schools that have poor administrative management will slowly lose public trust due to the low quality of information and academic services provided. The dynamics of quality management today require institutions to not only meet national standards, but also innovate in maintaining competitiveness in the midst of rapid global changes (Andesta et al. 2025).

This phenomenon continues to develop with various dynamics that occur, among others: Quality and Access Disparity (There is a quality gap between public and private schools, as well as between private schools themselves), Parental Preference (some schools experience a shortage of students because parents tend to choose religious-based schools that are considered to offer promising quality), Data-Based Excellence (between public and private schools have the same quality based on data from Computer-Based Writing Exams), and Marketing Strategies (various kinds of marketing strategies implemented by schools as a competitive effort to increase the participation rate of new students).

The main problem that needs to be solved in this study is how to formulate a quality administration management strategy that is able to directly convert bureaucratic efficiency into competitive advantage. Without improvements in the aspect of quality administration, efforts to improve student achievement or learning innovations will be hampered by overlapping bureaucratic burdens. This article aims to analyze the management of quality administration and its impact on school competitiveness, so that it can be a reference for managers of educational institutions in improving organizational quality holistically.

The importance of this study lies in the need to bridge the gap between educational administration theory and real practice in the field. Optimizing school administration, especially through digitalization and improving the competence of human resources (HR), is the main key to improving the quality of educational services in the modern era (Anatasia 2024). Although the digitalization of administration has begun to be widely discussed, the integration between quality administration and specific competitiveness conversion strategies is still rarely explored in depth. Effective administration will support data-driven decision-making for principals, ultimately impacting curriculum improvements and operational efficiency. In addition, the principal's strategy in managing superior programs through orderly administration greatly determines the selling value or competitiveness of the school in the eyes of the community (Fadila et al. 2020).

2. METHODS

This study uses a qualitative approach that focuses on the depth of descriptive data to understand the phenomenon as a whole. The opinion of Rokhamah et al (2024) qualitative research serves to

uncover the meaning behind organizational policies and practices, in this case the management of quality administration in schools. The design used is the Systematic Literature Review (SLR) design. Systematic Literature Review (SLR) design, which is a design used to collect, study, and analyze several studies relevant to the topic (Rahayu et al. 2025). The SLR design is used to synthesize findings from various previous studies in a systematic, transparent, and replicable manner to answer the urgency of increasing the competitiveness of educational institutions (Rokhamah et al. 2024). This design allows researchers to map out quality administration strategies without having to conduct direct field observations, but still produce conclusions that have high scientific credibility.

The primary data sources in this study are from books related to the discussion and other data sources are almost entirely derived from secondary data, namely scientific literature that has high credibility (Madum et al., 2025). Data is obtained through a database search such as Google Scholar. The determination of data sources is based on inclusion criteria, namely journal articles published within the last five years, which have a correlation between education administration and school quality. The use of this SLR method is increasingly in demand because it is able to provide a much more accurate scientific evidence basis than traditional literature reviews (S3 Science Education UNESA 2025).

The data collection technique is carried out through systematic search fields using the help of Publish or Perish (POP) or Google Schooler software. The author looks for data or literature from several articles or journals as well as references from books as a strong foundation in content or discussion. The stages include initial identification using specific keywords, screening based on titles, and assessment of the feasibility of the manuscript in its entirety (Andriani 2022). Data analysis was carried out using qualitative data analysis techniques of interactive models. The qualitative data analysis process includes three streams of activities that are carried out simultaneously, namely data condensation, data presentation, and conclusion or verification. The researcher extracted findings from various journals, then compared existing strategies to find the most effective administrative management pattern. The final stage is the verification of the results of the analysis to ensure that the conclusions drawn are consistent with the literature data and can be practical recommendations for school managers (Miles, Huberman, and Saldaña 2020).

3. FINDINGS AND DISCUSSION

a. Education Quality Administration Management Strategy

Education administration is essentially the main driving system that ensures all school resources run in sync to meet and achieve the vision of the institution. Quality administration is not just a matter of clerical documents (paperwork), but the heart of internal quality assurance (SPMI) that ensures that every educational service meets national and even international standards. In line with this view, Astika et al. in their research emphasized that the management of educational organizations is an important factor that involves aspects of planning, organizing, directing, and controlling to improve the quality of schools (Astika, Syahputra, and Muin 2025). A structured management strategy, from planning to active supervision, has been proven to be able to encourage competitive graduate production and the achievement of the institution's overall welfare (Adi Wibowo, Mohamad Madum, Ita Nurmalasari, 2021).

Based on a literature review of related journal articles, the researcher presents an analysis table of education quality administration management strategies:

Table 1. **Literature review of related journal articles, researchers present an analysis table of education quality administration management strategies**

Yes	Strategy Aspects	Key Components of Strategy	Quality and Competitiveness Impact	References
1.	Integrated Management Function (POAC)	Target planning, task division (organizing), motivation (actuating), and periodic evaluation (controlling).	Creating systematic governance; guarantee 100% pass and A accreditation.	Astika et al. (2025); Maghfirah et al. (2024)
2.	Strategic Administration Area	Management of 9 areas: curriculum, student affairs, infrastructure, employment, finance, public relations, evaluation, KBM processes, and academic climate.	Strengthen the infrastructure of educational services and create a conducive learning environment.	Huda (2022)
3.	Financial & Budget Management	Budget transparency and clear allocation of funds for quality programs.	Increasing public trust (stakeholders) and sustainability of educational facilities.	Naswa Amirah et al. (2025)
4.	Digitization of Administration (IT)	Application of management information systems and the use of technology in administrative services.	Improve bureaucratic efficiency, speed of service, and data accuracy for decision-making.	Naswa Amirah et al. (2025)
5.	HR Leadership & Competence	Principal leadership (PKKM), professional supervision, and administrative staff training.	Overcoming obstacles to work discipline and optimizing the role of education personnel.	Astika et al. (2025); Maghfirah et al. (2024)
6.	Teacher Administration Process	Administrative order in the preparation of learning tools and evaluation of educational objectives.	Supporting the quality of teaching directly in the classroom.	Kurniawan & Syahrani (2025)

Based on the table above, it can be seen that the management strategy of education quality administration is not single, but an integration of various dimensions. Here are the discussion points:

1. The most dominant strategy found is the implementation of the POAC cycle. As explained by Astika et al., the success of madrasas in obtaining A accreditation is greatly influenced by the ability of madrasah heads to manage administration in a planned manner (Astika, Syahputra, and Muin 2025). This is strengthened by the findings of Maghfirah et al., who stated that mobilization through motivation to administrative staff is the key to overcoming low discipline (Maghfirah et al. 2024).

2. The strategy through the arrangement of nine administrative areas explains that quality does not only depend on the curriculum, but also on public relations and the academic environment (Huda 2022). If one of these parts is weak (for example, the administration of infrastructure facilities), then the overall competitiveness of the school will decrease because the facilities are not recorded and well maintained.

3. In the discussion of the impact of digitalization on competitiveness, the analysis from Amirah et al, shows that there is a shift or a new style of strategy to become more modern, namely digitalization.

In the current era, schools that still use manual systems will be less competitive in terms of the speed of information services (Amirah et al. 2025). Therefore, the use of information technology is no longer an option, but a necessity to ensure the accountability of school management in the eyes of the community.

4. From the analysis of the table, it can be seen that there are real challenges in the form of a lack of the number and competence of administrative personnel. The problem-solving strategy found is through the optimization of existing facilities and visionary leadership. Kurniawan and Syahrani emphasized that teachers also play a very important administrative role so that collaboration between teachers and education staff in terms of administration is an absolute strategy to maintain the quality of an institution (Kurniawan, 2025).

Overall, this analysis shows that orderly administration is one of the necessary conditions for the creation of high-quality and competitive schools. Without good administration, no matter how great educational innovation is, will not be accurately documented and measured.

b. Implementation of TQM as a Cornerstone of Competitiveness

Integrated Quality Management or Total Quality Management (TQM) remains the most dominant and effective framework in creating a competitive advantage. The results of the analysis show that the schools that are able to survive and excel are those that adopt a holistic quality philosophy. Sallis emphasizes that quality should be understood as "customer satisfaction" and "continuous improvement" (Sallis 2014). In this context, school competitiveness arises when the school is able to define quality standards that exceed national standards. This means that quality is not only the responsibility of the principal or quality assurance team, but also the collective responsibility ranging from teachers, administrative staff, to school security officers.

Another finding from Umayah is that there are seven strategies used by Islamic school principals to increase the competitiveness of schools. The seven strategies are: increasing the effectiveness of the role of Islamic school committees, restructuring school organizations, developing the educational curriculum (KTSP), improving professionalism, facilities and infrastructure of educators, implementing various learning programs, and providing additional hours for lessons. In terms of accuracy and objectivity of strategies to increase competitiveness, there are six sources that have high support and have proven to be successful, namely: efforts to improve the professionalism of teachers and employees, improve school management and administration with teamwork, strong and visionary leadership and a solid team, availability of learning resources, improve curriculum implementation, increase school availability and maintenance infrastructure, and increase school accountability (Umayah 2015)

Here are in-depth points regarding the implementation of TQM based on relevant literature studies:

1. Focus on Customer Satisfaction and Continuous Improvement: Sallis (2014) emphasizes that quality in TQM must be understood as an effort to provide satisfaction to customers (students, parents, and the community). This is reinforced by Yusuf's research which reveals that transparent communication strategies and responsiveness to parental feedback significantly increase public trust and school competitiveness (Juliya and Herlambang 2021).

2. Quality as a Collective Responsibility: The successful implementation of TQM shifts the paradigm that quality is only the responsibility of school principals. (Attica n.d.) In his study, it shows that the involvement of all stakeholders (teachers, staff, and committees) encourages the sustainability of educational institutions in the modern era. Competitiveness arises when a collaborative quality culture is created across all organizational lines.

3. Efficiency through Data-Based Evaluation: One of TQM's strategies is the use of data in decision-making. Suryani found that schools that implement TQM, especially in Islamic education, contribute significantly to improving the quality of education. The authors conclude that the increase that occurs is due to routine evaluation of the learning process so that it is more focused and efficient

(Suryani 2024). Orderly administration is the key in documenting success data will be the school's selling point.

4. Real Marketing and Quality Strategy Synergy: Competitive advantage is not only built through branding, but must be supported by real service quality. Rizalullah & Untung emphasized that TQM's strategy in marketing Islamic education is very effective in improving the image of the institution in the era of globalization, as long as it is supported by consistency in building budaya mutu internal (Rizalullah and Untung 2025)

c. Digitization of Administration

The current internet-based administration system and even digital reporting has been used gradually so that it can shift the position of the conventional system in an educational institution (Fattachil'Izza, Nabila, and Zuhriyah 2025). In their research, Fattachil'Izza et al. found that the world of digitalization is in the form of an educational administration application called the Santri App which can be used by teachers and other education personnel within the scope of Islamic boarding schools. This Santri App offers accuracy, transparency, efficiency, and effectiveness in education administration and reporting. The author's view is that in the current digital era, schools should indeed transform their administration to a technology-based system. If you are not accustomed to it, you will be far behind. Certainly, in the speed of service when accepting new students, grade processing, and even communication with parents are determinants of competitiveness.

Then, the important role of school digitalization can feel the benefits from various aspects such as Sutarsih and Haryati's research that the application of school digitalization that focuses on the learning process, of course related to schools that offer sufficient facilities and resources. As it turns out, not all areas of education quality management effectively incorporate digitalization, such as student management, staff, curriculum, resources, budget, human resources, and educational communication. Therefore, the implementation of digitalization in schools is not too significant in the overall quality management of education. In addition, there are obstacles such as lack of learning human resources, rapid technological advances that require innovation from all parties, inadequate digital training for instructors, and a shortage of educators in the IT profession. Schools must maintain consistency to maintain the quality of education and increase the implementation of digitalization in all areas of school management (Sutarsih and Haryati 2024). Data transparency is very important to build public trust. In neat and accessible administrative management, it is possible for the community to make a good view of the community.

Then the findings from Sugandhi and Radhiyah show that the impact of the implementation of digital-based management systems such as e-administration, academic applications, and financial reporting systems has significantly improved work efficiency. Despite a 40% reduction in administrative work time, increased data accuracy, and ease of access to information. In addition, digitalization also supports transparency and coordination between internal school institutions (Sugandi and Rodhiyah 2024). From these findings, the researcher concluded that this era of digitalization not only facilitates administrative work, but also encourages a work culture that is quality-oriented, more professional, and accountable.

d. The Strategic Role of Administration in Public Trust

In addition to internal efficiency, administrative management has a significant external impact on public image and trust:

1. Marketing Synergy and Real Quality: A school's competitive advantage is not only built through branding, but must be supported by real service quality. Rizalullah & Untung (2025) emphasized the effectiveness of TQM strategies in marketing as long as they are supported by the consistency of internal quality culture. This is in line with the view that good administrative ethics build a positive reputation that serves as an "asset" for institutions to gain public support.

2. Transparency as a Foundation of Trust: The principle of transparency in administration allows the public to access policy information and budget use. According to Nurzannah (2022), neat administration and public access allow the public to see the accountability of the institution in real terms. This openness reduces uncertainty and prevents the emergence of negative perceptions or suspicions of the management of the institution.

3. Accountability and Integrity of Service: Ethical management of administration involves moral values such as integrity and fairness in service. Susila et al. (2024) emphasized that when agencies are open to evaluation and ready to receive input, the public will have more confidence in the institution's commitment to continue to improve itself. On the other hand, if ethics are ignored, such as abuse of authority or unfairness, public trust services will decrease drastically and trigger resistance to the programs being run.

4. Leadership with Integrity as an Example: Public trust is also greatly influenced by leaders who are exemplary in behaving ethically. A leader who consistently carries out his duties honestly will inspire all administrative staff to maintain the reputation and integrity of the institution. This ultimately creates a healthy work environment and strengthens public confidence in the professionalism of educational institutions.

By integrating ethical principles into day-to-day administrative practices, schools not only meet the formalities of bureaucracy, but also build harmonious and sustainable relationships with the community (parents of students) as key stakeholders. This further confirms that the role of strategy is not only important but must also gain the trust of the wider community.

4. CONCLUSION

The conclusion should answer the objectives of the research and research discoveries. The concluding remark should not contain only the repetition of the results and discussions or abstract. You should also suggest future research and point out those that are underway. The management of educational administration is not just a clerical task or document management, but the main driving system that ensures that all school resources run in sync to achieve the vision of the institution. Quality administration is the heart of the Internal Quality Assurance System (SPMI) which ensures that every educational service meets national and international standards. Irregularities in document and data management have been shown to lower parental trust, while neat administration has a significant effect on the achievement of quality standards through professional supervision. Therefore, bureaucratic efficiency must be converted into a competitive advantage in order for schools to survive in the midst of fierce global competition.

Strategies to improve quality through administration are multidimensional, which include:

1. Implementation of POAC Cycle: The success of schools in achieving superior accreditation is greatly influenced by the ability of management to systematically plan, organize, mobilize, and control.

2. Arrangement of Nine Strategic Areas: The quality of the institution depends on regularity in various fields, ranging from curriculum, student affairs, infrastructure, to academic climate. The weakness of one area, such as the administration of infrastructure, will directly reduce competitiveness because facilities are not properly recorded.

3. Digitization of Administration: In the modern era, transformation to a digital system is a must. Digital administration increases the speed of information services, minimizes human error, and increases accountability in the eyes of the public.

4. Visionary Leadership: The role of the principal is very central in conducting professional supervision and optimizing the competence of education personnel to overcome obstacles to work discipline.

The implementation of Total Quality Management (TQM) is the main framework in creating a competitive advantage. In this concept, quality is defined as customer satisfaction (students, parents, and society) and continuous improvement. Competitiveness arises when schools are able to build a

collaborative quality culture, where quality is the collective responsibility of all elements of the school, from teachers to security staff. Data-driven decision-making documented through orderly administration allows schools to conduct routine evaluations that improve students' academic performance. Administration has a crucial external impact on the image of the institution. Transparency in the management of achievement and budget data allows the public to see school accountability in real terms, which ultimately builds public trust. With the support of administrative ethics that prioritize integrity and honesty, the school not only fulfills bureaucratic formalities, but also builds sustainable harmonious relationships with stakeholders.

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