

CONCEPTS AND PRACTICE OF EDUCATIONAL ADMINISTRATION IN THE DIGITAL ERA

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Abstract

A digital-based education management platform simplifies administrative processes, from storing student data to real-time academic reporting. Furthermore the concept of education administration in the digital era requires the development of the digital capabilities of stakeholders, especially teaching staff. This article also highlights the challenges we face, such as the digital divide and data security, as well as opportunities that can be optimized to improve the quality of education services. Thus, education administration in the digital era not only changes the way education is managed, but also has a significant impact on the effectiveness and efficiency of the entire education system.

Keywords: education, digital, technology, teaching, administrative practices, stakeholder engagement

Article History

Received: Oktober 2024

Reviewed: Oktober 2024

Published: Oktober 2024

Plagiarism Checker No 234

Prefix DOI : Prefix DOI :

10.8734/Musytari.v1i2.365

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Publish by : Musytari



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INTRODUCTION

Educational administration is a process of managing all educational resources to achieve educational goals effectively and efficiently. In the digital era, this concept has experienced significant development with the use of information and communication technology. Mulyasa explained that digital-based education administration involves the use of software and computer-based management systems to facilitate various administrative activities, such as data management, planning, evaluation, and communication between teachers, students and parents. This makes the administration process faster, more accurate and transparent (Mulyasa, 2018).

Educational administration practices in the digital era involve the application of technology in various aspects of educational management. The use of a school management information system (SIM) makes it easier to manage student data, starting from registration, attendance, academic grades, to end-of-year reports. A school SIM allows schools to access and process data more quickly, as well as increasing transparency between the school and the community (Lunenburg and Ornstein, 2012).

Emphasizes the importance of e-learning and technology-based learning systems as part of educational administration in the digital era. In this case, classroom management and learning evaluation can also be carried out boldly through digital platforms, which not only saves time but also provides convenience for students and teachers. He added that digitalization of education accelerates the process of evaluation, reporting and data-based decision making (Kusumawati, 2020).

Highlighting that educational administration practices in the digital era also involve improving the quality of technological infrastructure in schools, such as internet networks and hardware. The main challenge in implementing this is the digital divide, where not all educational institutions have the same access to technology. Therefore, investment in digital infrastructure and training for administrative staff and educators is very important to ensure the equitable implementation of technology (Suryadi, 2021).

METHOD

This study uses a qualitative descriptive approach to deeply understand the concept and practice of educational administration in the digital era. This method was chosen because it is appropriate to explore the phenomenon of digitalization in educational administration that involves various elements such as technology, human resources, and the challenges and opportunities that arise. The main focus of this study is to explore the views of experts, education managers, and administrators regarding the application of technology in the educational administration system.

1. Research Design

This study uses a case study method and a qualitative survey to identify how digital technology has affected educational administration in various educational institutions. Case studies were conducted in several schools and educational institutions that have implemented a digital-based administration system, while the qualitative survey involved in-depth interviews with education personnel, administrative staff, and education experts regarding changes in educational management in the digital era.

2. Data Sources

The data in this study consists of two types:

Primary Data: This data was collected through semi-structured interviews with relevant sources, such as school principals, administrative staff, teachers, and education experts who have knowledge of digitalization in educational administration. This interview aims to understand the concepts, experiences, and challenges faced in implementing digital-based educational administration.

Secondary Data: This data was obtained through literature studies from books, scientific journals, institutional reports, and other official documents related to educational administration and the application of digital technology. Some of the main references come from previous studies, such as those conducted by Mulyasa (2018), Sagala (2019), and Rivai (2020), which discuss important aspects of educational administration in the digital era.

3. Data Collection Techniques

The data collection techniques used in this study include:

In-depth Interviews: Interviews were conducted with practitioners and education experts to understand how the concept of digital educational administration is applied in the field. These interviews were semi-structured to give respondents the freedom to provide their views, while ensuring that there were guidelines so that the data produced was focused and relevant to the research objectives.

Participatory Observation: Researchers observed the implementation of digital-based educational administration in several schools and educational institutions that have implemented digital systems. These observations include direct observation of the use of

school management software, digital data management, and interactions between technology users, such as administrative staff and teachers.

Documentation: Data was also collected through administrative documents, school annual reports, and reports on the implementation of technology used by educational institutions to facilitate digital-based administration.

4. Data Analysis Techniques

The collected data was analyzed qualitatively using thematic analysis techniques. The stages of analysis include:

Data Reduction: Summarizing and sorting relevant data from interviews, observations, and documentation to identify the main themes that emerge related to the application of digital technology in educational administration.

Data Presentation: Arranging the reduced data in the form of thematic narratives, tables, or graphs to facilitate analysis and understanding of the main issues faced in educational administration in the digital era.

Conclusion Drawing: Based on the results of the analysis, the researcher draws conclusions regarding the concept and practice of digital educational administration, as well as the challenges and opportunities faced in its implementation.

5. Data Validity and Reliability

To ensure the validity and reliability of the data, this study uses source triangulation by comparing the results of interviews, observations, and documentation to obtain consistent and accountable data. In addition, the researcher also asked the respondents for member checking to confirm the correctness of the interpretation of the data that had been analyzed.

6. Research Subjects

The research subjects consist of:

Principals and Administrative Staff in several schools that have implemented a digital management system in educational administration.

Teachers and Educators involved in the application of digital technology in classroom management and learning.

Education experts who have insight and experience related to the application of technology in the educational administration system

RESULT AND DISCUSSION

The results of this study provide insight into the concept and practice of educational administration in the digital era by focusing on the application of technology in educational management. Through interviews, observations, and document analysis, this study identified several key themes related to the concepts, challenges, and opportunities faced by educational institutions in implementing digital-based administration.

1. The Concept of Educational Administration in the Digital Era

The concept of educational administration in the digital era is characterized by the use of information and communication technology (ICT) which aims to improve the efficiency and effectiveness of educational management. Based on interviews with school principals and administrative staff, it was found that many educational institutions have adopted a school management information system (SIMS) to facilitate the management of student data, finances, and academic reporting. Mulyasa (2018) explained that the use of SIMS allows schools to access and process data faster, which in turn accelerates decision making.

The use of online learning platforms is also an important part of the concept of educational administration in the digital era. Most respondents stated that the implementation of e-learning not only facilitates learning, but also supports educational administration through class management and learning evaluation. This is in line with the view of Kusumawati (2020) who emphasized the importance of technology in supporting more efficient educational administration.

2. Educational Administration Practices in the Digital Era

Educational administration practices in the digital era include the application of various technologies to improve educational management. Observation results show that schools that have implemented digital systems can manage student data in real-time, facilitate attendance monitoring, and speed up the process of reporting grades. For example, one of the schools that was the object of the study has used a management application to automatically record student attendance, so that teachers can focus on the learning process rather than time-consuming administrative tasks.

However, this practice is not without obstacles. The results of the interview revealed that there are still many administrative staff who do not have adequate digital literacy, so they have difficulty operating the new system. This is in accordance with the results of Sagala's research (2019) which emphasizes the importance of training and improving digital competencies for education personnel.

3. Challenges in the Implementation of Digital Educational Administration

The main challenges faced in the implementation of digital-based educational administration include:

Digital Divide: The results of the study show that there is a significant difference in access to technology between schools in urban and rural areas. Schools in remote areas often lack adequate technological infrastructure, making it difficult to implement a digital administration system. This has led to disparities in the quality of education received by students across regions.

Data Security: Data security issues are also a major concern. Several respondents expressed concerns about student data protection and information privacy. Rivai (2020) stated that the increasing use of technology in educational administration opens up the risk of data leakage and misuse of information.

Digital Literacy: Lack of training and development of digital skills among administrative staff and educators has led to low levels of acceptance and use of technology. Research shows that some administrative staff still rely on manual methods in their daily work, which can hinder the efficiency and effectiveness of educational management.

4. Opportunities in the Application of Digital Educational Administration

Behind these challenges, there are many opportunities that can be utilized to improve the quality of educational administration. Some of the opportunities identified in this study include:

Data Analysis and Decision Making: With digital technology, educational institutions can collect and analyze data effectively. This allows for more accurate and relevant data-based decision making, according to the needs of students and institutions. The application of big data in education, such as student performance analysis, can help design more appropriate policies and improve the quality of educational services.

Adaptive Education Policy Development: Technology enables educational institutions to adapt quickly to changing needs and challenges. Schools that have implemented digital

administration are better able to respond to the needs of students and parents, and adjust the educational programs offered.

Increased Stakeholder Engagement: Implementation of digital communication platforms facilitates interaction between teachers, students and parents, thereby increasing the involvement of all parties in the educational process. This contributes to the creation of a more collaborative and inclusive learning environment.

Table 1: Result and Discussion Concepts and Practice of Educational Administration in the Digital Era

Aspect	Description
Concept of Educational Administration	<ul style="list-style-type: none"> - Utilizes information and communication technology (ICT) to enhance efficiency and effectiveness in educational management. - Adoption of school management information systems (SIMS) for data management and reporting.
Digital Administration Practices	<ul style="list-style-type: none"> - Implementation of digital systems for managing student data, finances, and academic reporting. - Use of management applications to automatically record student attendance.
Challenges	<ul style="list-style-type: none"> - Digital Divide: Disparity in technology access between urban and rural schools. - Data Security: Concerns regarding the protection of student data and information privacy. - Digital Literacy: Lack of digital skills among administrative staff.
Opportunities	<ul style="list-style-type: none"> - Data Analysis: Collecting and analyzing data for data-driven decision-making. - Adaptive Policies: Ability to quickly adjust educational programs according to needs. - Stakeholder Engagement: Enhancing interactions among teachers, students, and parents through digital platforms.

CONCLUSION

The results of this study indicate that the implementation of digital-based educational administration has great potential to improve the efficiency and effectiveness of educational management. However, challenges such as the digital divide, data security, and low digital literacy among educators need to be addressed to ensure optimal implementation. By utilizing existing opportunities, educational institutions can design policies that are more adaptive and responsive to student needs, so that they can ultimately improve the overall quality of education. This study is expected to provide recommendations for further development in educational administration in the digital era.

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