

Analysis of Student Administrative Service Management at Institut Agama Islam Negeri Curup

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Abstract: Efficient student administrative services are fundamental to academic success and institutional effectiveness in higher education. This case study investigates the implementation, challenges, and proposed solutions related to student administrative services at IAIN Curup, a religious-based higher education institution in Indonesia. Data were collected from four administrative staff and twelve students through interviews, observations, and document analysis, and were analyzed using an interactive model to capture emerging themes. Findings reveal persistent challenges despite structured procedures and digital tools, including delays, inconsistent implementation of Standard Operating Procedures (SOPs), limited technological capacity, and communication breakdowns. These issues are analyzed through the lenses of service quality models, particularly SERVQUAL, and change management theory, which highlight gaps in reliability, responsiveness, and institutional adaptability. Participants emphasized the urgent need for integrated, user-friendly digital systems, ongoing capacity building, and enhanced leadership engagement—key components of successful digital transformation initiatives. Moreover, inclusive decision-making and transparent communication emerged as organizational enablers of sustainable service reform. This study contributes to the limited scholarship on administrative management in religious higher education settings by revealing how procedural, technological, and cultural dimensions intersect to affect service delivery. Framed within the global shift toward digitalization in higher education, the findings underscore the importance of adaptive leadership and strategic innovation in sustaining administrative transformation. Future research should further explore the long-term organizational impacts of these reforms.

Keywords: Student administrative; Service quality; Higher education administration.

INTRODUCTION

Student administrative services are a key dimension of governance in higher education, directly influencing the quality of academic life and institutional accountability (Cassidy et al., 2021). In the context of Indonesia's ongoing digital transformation and public service reform, higher education institutions are expected to implement agile administrative systems that not only ensure efficiency but also promote equity and responsiveness (Dwivedi & Vig, 2024). These national strategies, however, encounter significant barriers in geographically isolated and resource-limited institutions.

However, the implementation of such reform agendas faces unique hurdles within religious-based universities situated in remote areas, such as the State Islamic Institute (IAIN) Curup in Rejang Lebong, Bengkulu. As one of the State Islamic Higher Education Institutions, IAIN Curup contends with structural limitations, difficult terrain, and inadequate digital infrastructure factors that constrain the modernization of student services. These constraints lead to persistent challenges in basic administrative processes such as course registration, scholarship applications, and status verification, many of which remain semi-manual and fragmented.

Preliminary field observations at IAIN Curup reveal inefficiencies rooted in poor internet connectivity limited IT human resources, and outdated workflows. Staff members often struggle with overlapping responsibilities, insufficient training, and lack of integrated systems, while students report delays and uncertainty in accessing services. These challenges illustrate a wider governance issue: how do institutions in underdeveloped regions adapt national administrative ideals to their localized realities?

To explore this question, we adopt a multi-theoretical framework combining public service management theory (Wirtz et al., 2020), management information systems theory (Tian et al., 2025), and good governance principles (Barry & Goedegebuure, 2020). This framework allows for a layered analysis that not only assesses the technical aspects of service delivery but also interrogates institutional capacity, leadership, and participatory dynamics in service reform.

The main contribution of this study is to uncover the systemic and contextual realities of student administrative services within a religious-based institution operating in a 3T (underdeveloped, frontier, and outermost) region. Rather than offering a universal solution, we propose context-sensitive strategies and managerial models grounded in the lived experience of both students and staff. This perspective fills a critical gap in the literature, which often emphasizes system efficiency in well-resourced universities while neglecting the adaptive

efforts of institutions in disadvantaged settings (Bandauko & Nutifafa Arku, 2023; Tran et al., 2023; Ågerfalk et al., 2020).

Our research addresses four central questions: (1) How are student administrative services implemented at IAIN Curup? (2) What challenges are encountered by administrative staff? (3) What difficulties do students face in accessing services? (4) What strategies are proposed to enhance service quality?

Theoretically, this study contributes to the contextualization of public service and digital governance models in religious institutions within marginalized geographies. Practically, it informs institutional leaders, system developers, and policymakers on how to design adaptive, user-centered administrative reforms responsive to local constraints and capacities.

Management of Administrative Services in Higher Education

Administrative services are vital to the integrity of academic and non-academic operations in higher education institutions (Le et al., 2023). These include student registration, academic record management, certification, and scholarship administration (Asiyai, 2022; Cassidy et al., 2021). The implementation of such services typically relies on standardized operating procedures (SOPs), which uphold consistency, transparency, and institutional accountability. SOPs serve both as operational benchmarks and mechanisms for aligning service delivery with strategic goals.

Contemporary administrative management theories emphasize three critical dimensions: efficiency, adaptability, and accountability (Mizrahi, 2021). These principles are foundational to Public Service Management (PSM) theory, which asserts that services must be citizen-centered, responsive, and outcome-oriented (Haimah et al., 2021). In resource-constrained environments like IAIN Curup, however, the realization of these principles is often compromised by geographic isolation, limited internet infrastructure, and staff shortages. For example, the PSM ideal of responsiveness is hampered when students experience delays due to unreliable connectivity and unintegrated systems. Similarly, accountability suffers when manual documentation leads to inconsistencies or data loss.

Management Information Systems (MIS) theory complements this by emphasizing the strategic role of digital tools in optimizing workflows, minimizing manual burdens, and supporting decision-making (Tian et al., 2025). At IAIN Curup, MIS concepts illuminate the tension between digital expectations and infrastructural realities: although digital systems promise streamlined services, the partial or inconsistent implementation due to limited technical capacity undermines their intended benefits.

In tandem, Good Governance Theory contributes a normative lens, emphasizing transparency, participation, and institutional integrity (Barry & Goedegebuure, 2020). Within the context of IAIN Curup, the lack of interdepartmental coordination and exclusion of end-user feedback in service design reveals gaps in participatory governance.

Together, these three frameworks—PSM, MIS, and good governance—form the analytical scaffold of this study. They guide the evaluation of service effectiveness, barriers, and institutional strategies amid resource limitations. By situating the case of IAIN Curup within these theoretical domains, this study seeks to identify how administrative systems both reflect and struggle against structural and environmental constraints in 3T (underdeveloped, frontier, outermost) regions.

Implementation of Islamic Values in Student Administrative Services

In Islamic higher education, student administrative services are rooted in ethical values, aligning effectiveness with spiritual principles such as sincerity, justice, and compassion (Bukhori Muslim et al., 2024). Tasamuh (tolerance) guides inclusive and accessible service delivery (Mukhibat et al., 2024), while amanah (trust) emphasizes accountability and integrity in managing data and responsibilities. These values extend service functions beyond technicality, shaping a culture of responsibility and ethical service grounded in Islamic teachings (Amin, 2024).

Quality of Administrative Services

Service quality in higher education can be assessed through the SERVQUAL model, which includes tangibility, reliability, responsiveness, assurance, and empathy (Singh et al., 2020). Applying SERVQUAL helps institutions evaluate service gaps based on student perceptions and expectations (Alemu, 2023). Service quality is influenced by institutional processes, staff competence, and resource adequacy (Engdaw, 2022). Technology integration further enhances quality by improving response times, accuracy, and accessibility (Hui et al., 2024), making it vital for increasing user satisfaction and overall service efficiency.

RESEARCH METHODOLOGY

This study employed a qualitative research design using a case study approach (Creswell & Poth, 2018) to examine the management of student administrative services at the State Institute for Islamic Studies (IAIN) Curup, located in Dusun Curup, North Curup District, Rejang Lebong Regency. The site was selected through purposive sampling, based on its relevance as the

central setting where institutional administrative policies are implemented and experienced directly by stakeholders. The study addressed four research questions focused on implementation, challenges, user experience, and solution strategies in student administrative services.

A total of 16 participants were selected purposively to ensure rich, contextual insights while maintaining feasibility within institutional access constraints. This sample included four administrative staff members who had been employed in service-related roles for at least one year, and twelve students who had accessed administrative services for a minimum of two consecutive semesters. Selection criteria prioritized participants' depth of experience with administrative processes, while also considering variation in gender, academic program, and geographic origin to capture a range of perspectives. Although the sample size is relatively limited, it aligns with qualitative research standards emphasizing data saturation rather than statistical generalization (Guest et al., 2006). The goal was to achieve conceptual depth rather than population-level inference.

To enhance methodological rigor, triangulation was applied through three complementary data collection methods: in-depth interviews, participant observation, and document analysis. Among these, semi-structured interviews served as the core method. Interviews combined structured prompts based on predefined indicators with open-ended questions that allowed emergent themes to surface. Staff were invited to share concrete cases where administrative processes succeeded or failed, while students were encouraged to recount experiences of satisfaction, frustration, or confusion during service interactions. Interviews lasted 30–60 minutes and were conducted in familiar institutional settings to ensure participant comfort and openness.

We recognize that the relatively small number of participants may limit the broader applicability of the findings. Future research would benefit from expanding the sample to include a more diverse pool of administrative actors across institutional levels and a larger, more demographically varied student population. However, the current study's contribution lies in its in-depth, context-specific insights into the realities of administrative service delivery within a geographically and technologically disadvantaged religious university.

Participant observation was utilized to directly observe and engage with the administrative service processes at IAIN Curup, addressing research questions 1, 2, and 3. Conducted over 3 to 5 days for 3 to 4 hours daily, this method captured interactions between staff and students, workflow, technology use, communication, and operational challenges. Key indicators observed

included SOP implementation, time management, complaint handling, and student experiences such as waiting times and information clarity.

Documentation was used to complement interviews and observations by analyzing policy documents, complaint reports, and standard operating procedures (SOPs) to address research questions 1, 3, and 4. This analysis focused on the alignment between written procedures and actual practices, complaint handling, staff involvement, digitalization of archives, and the implementation of improvement recommendations.

Data from interviews, observations, and documentation were analyzed using Miles, Huberman, and Saldaña's (2014) interactive model, which comprises three concurrent phases: data condensation, data display, and conclusion drawing/verification. The analysis process followed a thematic analysis approach, in which raw data were coded, categorized, and interpreted to construct meaning from participant narratives and observed practices.

During the data condensation phase, transcripts were subjected to open coding, whereby meaningful units—phrases, expressions, or actions—were identified and labeled. These initial codes were derived inductively from the data without imposing pre-existing categories. Following this, axial coding was conducted to group related codes into broader subthemes, reflecting patterns in participants' experiences and perspectives. This process allowed for flexibility in capturing both expected and emergent themes related to service implementation, institutional barriers, and proposed solutions.

The data display phase involved organizing these themes into matrices and narrative summaries, facilitating cross-case comparisons between staff and student data. These visual and textual displays made it possible to trace connections between challenges, institutional responses, and theoretical constructs.

In the conclusion drawing and verification phase, interpretations were developed by relating thematic patterns to the study's conceptual framework, and findings were validated through multiple strategies. Triangulation was applied at both data and source levels: comparing insights from interviews, observations, and document reviews, as well as contrasting perspectives from administrative staff and students. Member checking was employed to confirm the accuracy of interpretations with selected participants, while prolonged engagement during fieldwork enhanced contextual understanding and data richness.

This layered and transparent analytic process contributed to the credibility, transferability, and dependability of the research findings, consistent with standards for rigorous qualitative inquiry.

Ethical integrity was central to the design and implementation of this study. Prior to data collection, all participants were provided with clear, written information outlining the study’s objectives, procedures, and their rights as participants. Informed consent was obtained in writing, and participants were assured that their involvement was entirely voluntary, with the option to withdraw at any point without penalty.

To protect participant confidentiality, all identifying information was removed from transcripts and data records. Pseudonyms were used in all documentation, and references to specific departments or personnel were generalized to prevent deductive disclosure. Data were stored securely, accessible only to the research team, and used solely for the purposes of this study.

These ethical measures were designed to foster a safe and respectful environment, particularly given the reflective and experiential nature of the data. By ensuring participants’ autonomy, anonymity, and privacy, the study aligns with accepted ethical standards for qualitative inquiry and enhances the credibility and trustworthiness of its findings.

RESULTS AND DISCUSSION

Implementation of Student Administration Service Management at IAIN Curup

The implementation of student administration services at IAIN Curup involves several procedures, including service workflows, technology use, and staff-student interactions. The following tables summarize key themes from interviews with staff (Table 1) and students (Table 2), highlighting various perspectives on the administration process.

Table 1. Staff Interview Themes on Student Administration Services at IAIN Curup

(Source: Interview with Staff, 2025)

No	Interview Topic	Theme 1	Theme 2	Theme 3
1	Service Workflow	Service process flow	Steps in administration	Document verification procedures
2	Processing Time	Average duration	Factors affecting speed	Document handling

3	Understanding Procedures	Staff knowledge of SOP	Consistency in application	Challenges in procedure
4	Technology Use	Digital system utilization	Technology challenges	Software effectiveness
5	Communication Quality	Staff-student communication	Communication barriers	Information delivery issues
6	SOP Implementation	SOP clarity	Difficulties in SOP adherence	SOP monitoring and evaluation
7	Resource Availability	Adequate staff	Equipment and budget limits	Staff workload
8	Complaint Handling	Complaint process	Timely resolution	Common complaint types
9	Student Satisfaction	Satisfaction level	Positive aspects	Frequent complaints
10	Document Archiving	Archiving process	Archiving challenges	Digital archiving use
11	Policy-Implementation Alignment	Policy-practice consistency	Causes of gaps	Policy evaluation
12	SOP Challenges	Staff obstacles	Solutions	Problem resolution

Tables 1 presents coded data from interviews with staff and students at IAIN Curup, revealing themes as displayed in the Table.

Table 2. Student Interview Themes on Student Administration Services at IAIN Curup

(Source: Interview with Students, 2025)

No	Interview Topic	Theme 1	Theme 2	Theme 3
1	Service Workflow	Initial experience	Process steps	Staff interaction
2	Processing Time	Duration	Factors influencing speed	Processing efficiency
3	Understanding Procedures	Staff knowledge	Consistency	Inconsistencies experienced
4	Technology Use	Online services usage	Technology issues	Impact on efficiency

5	Communication Quality	Communication clarity	Understanding difficulties	Staff responsiveness
6	SOP Implementation	Procedure clarity	Procedural changes	Mismatch with expectations
7	Resource Availability	Facilities availability	Staffing adequacy	Areas for improvement
8	Complaint Handling	Complaint submission	Response effectiveness	Complaint handling experience
9	Student Satisfaction	Satisfaction level	Needed improvements	Experiences with poor service
10	Document Archiving	Access difficulties	Document retrieval process	Solutions to access problems
11	Policy-Implementation Alignment	Policy-practice mismatch	Impact on experience	Policy effects
12	SOP Challenges	Staff challenges	Impact on service quality	Effects on student experience

Tables 2 presents coded data from interviews with students at IAIN Curup, revealing several themes as displayed in the Table. To inform more detailed data codified in Tables 4 and 5, the following illustration is provided.

Service Workflows and Processing Efficiency

At IAIN Curup, administrative services follow institutional SOPs recognized by both staff and students. Staff described the process as “step-by-step... to avoid errors” (Staff 2), reflecting a formal, systematic approach. However, students reported inconsistent service speed—68% received responses within 1–3 days, but delays of up to a week occurred during peak periods. Moreover, 42% faced issues with unclear queueing and lack of real-time updates. These challenges highlight that SOPs alone are insufficient without adaptive mechanisms. As Zheng (2024) notes, efficiency depends not just on procedures but on dynamic resource use. Rigid SOP adherence can reduce responsiveness (Persheyev et al., 2024). Thus, effective service requires integrating workflow systems with agile technology and capacity strategies.

Communication Challenges

Communication was a major barrier in administrative services at IAIN Curup. While staff claimed to provide timely updates, students noted inconsistencies: “Sometimes we get responses within hours, but other times it takes days” (Student 11). Only a third consistently understood procedures after initial contact, hindered by inconsistent language, scattered channels, and lack of centralized information. Observations also showed reliance on verbal instructions and poor signage. These issues echo Rizos et al. (2022) and Mfecane et al. (2022), who stress the role of clear, accessible, and consistent communication in student satisfaction. Fragmented practices at IAIN Curup weaken these elements, underscoring the need for a centralized, student-oriented communication system.

Technology and Digital System Issues

Despite the use of digital tools for tasks like registration and scholarship tracking, recurring technical issues hinder their effectiveness. Students often faced platform failures during critical times: “Sometimes the platform doesn’t load... especially on deadline days” (Student 3). Likewise, 75% of staff noted system lags and duplicate data, while half of the students struggled to access past documents—revealing gaps in digitization and user training. These findings show that adoption alone does not ensure efficiency. As Seth et al. (2024) emphasize, successful digitalization requires reliable infrastructure, user competence, and integration. The problems at IAIN Curup reflect both system instability and limited readiness, confirming that without digital literacy and institutional support, e-governance may replicate existing inefficiencies (Dacholfany et al., 2021).

SOP Implementation and Staffing Constraints

Although staff at IAIN Curup understood SOPs well, implementation was hindered by limited personnel and outdated tools. “We know the procedures, but limited staff and outdated tools make full implementation difficult” (Staff 4) reflects this issue. Only one in four staff felt staffing levels were adequate. Students also reported long queues and unsatisfactory service, especially during enrollment. These challenges confirm that SOP compliance depends not just on design but on institutional capacity (Zheng, 2024). In resource-limited settings, SOPs are prone to inconsistency (Persheyev et al., 2024). Thus, effective implementation demands investment in human resources, technology, and coordination.

Student Satisfaction and Complaint Handling

Student satisfaction at IAIN Curup was mixed—students appreciated staff friendliness but criticized slow, unclear processes: “The staff are kind, but the process takes too long and isn’t always clear” (Student 4). Moderate satisfaction emerged when positive interactions were offset by systemic issues like delays. Of 12 students, 5 submitted complaints, but only 2 felt adequately heard. Though channels like a complaint box and email existed, they were inconsistently monitored. This supports literature stating that satisfaction depends on both staff engagement and institutional responsiveness (Hassan et al., 2022; Widawati & Siswohadi, 2021). Without effective feedback mechanisms, trust and accountability erode. Improving satisfaction thus requires not only courteous service but also reliable complaint handling and monitoring systems.

Policy-Practice Alignment

Both staff and students noted gaps between official policies and real practices. “Policy-wise, it’s there... but we cannot always follow it fully” (Staff 3) and “Sometimes, the rule changes mid-process, and we’re not informed” (Student 8) reflect this mismatch. Although policies mandate a three-day document turnaround, students reported delays up to a week, especially for multi-step or cross-department processes. Such inconsistencies stem from operational constraints that hinder implementation. As Persheyev et al. (2024) note, rigid procedures can reduce responsiveness in dynamic contexts. These misalignments also affect student trust and staff performance. Aligning policy with practice requires regular review and improved inter-unit coordination (Zheng, 2024).

Summary of Observational and Document Data

Observations and document analysis at IAIN Curup supported the interview findings. Though services followed SOPs, effectiveness was hindered by queue issues and inconsistent follow-up. Average processing time was 2.4 days, with about three platform outages monthly. Only 33% of complaints met the three-day response target. Documentation showed 92% protocol compliance and a gradual shift to hybrid archiving. These results highlight that formal adherence doesn’t guarantee service quality when systems are fragmented. As Seth et al. (2024) emphasize, digital transformation requires both technical capacity and operational coherence. Overall, the data triangulate and reinforce the study’s core findings on systemic service challenges.

Challenges Faced by Administrative Staff in Managing Student Administrative Services at IAIN Curup

The management of student administrative services at IAIN Curup is significantly influenced by a range of challenges encountered by its administrative personnel. Interviews conducted with 4 administrative staff members (referred to as *Staff 1 to Staff 4*) revealed several recurring issues, including technological limitations, excessive workloads, inadequate training, communication barriers, and time management difficulties. The following table presents a thematic mapping of the interview responses, highlighting the primary issues affecting the quality of administrative services.

Table 3. Themes Coded from Interviews on Challenges Faced by Administrative Staff in Managing Student Administrative Services at IAIN Curup

(Source: Interview with Staff, 2025)

No	Interview Topic	Theme 1	Theme 2	Theme 3
1	Technological Support and Barriers	Support from available technology	Barriers in system use	Impact of technology on task efficiency
2	Workload Intensity	Level of staff workload	Causes of heavy workload	Effects on service effectiveness
3	Administrative Training	Training frequency	Training quality	Skills gained from training
4	Administrative Errors	Common types of errors	Root causes	Solutions for error prevention
5	Staff Communication	Internal communication	Barriers to communication	Effect on workflow smoothness
6	Digital System Performance	System optimization	Technical issues	Impact on staff performance
7	Time Management	Task scheduling practices	Time-related obstacles	Impact on task effectiveness
8	Document Management	Document handling practices	Accessibility challenges	Solutions for document retrieval
9	Leadership Support	Leadership support levels	Aspects needing more support	Impact on task effectiveness

10	Work-Related Stress	Frequency of stress	Stress factors	Coping strategies
11	Role Clarity	Role and responsibility clarity	Confusion due to unclear roles	Impact on work outcomes
12	Staff Participation in Decision-Making	Involvement in decisions	Opportunities to provide input	Effect on service improvement
13	Improvement Proposals	Staff suggestions	Steps to resolve problems	Urgent improvements required

Table 3 summarizes interview findings on challenges faced by administrative staff at IAIN Curup, revealing issues in technological infrastructure, workload, training, administrative errors, communication, digital systems, time and document management, leadership support, stress, and participation in decision-making. These themes provide a broad view of factors affecting service performance.

Technology and Digital System Barriers

All four staff reported that digital tools, though essential, were often unreliable—especially during peak periods like enrollment. “We rely on digital tools, but their unreliability delays task completion” (Staff 1) and “Data uploads fail... we must re-enter them manually” (Staff 3) reflect this issue. Observations showed frequent system downtimes (3–5 times monthly), leading staff to use manual backups, particularly for archiving. These problems echo Li (2024), who notes digital efficiency depends on infrastructure and readiness. Without proper investment, digitalization may worsen inefficiencies. Compton et al. (2023) warn that manual workarounds heighten risks of data error and redundancy, underscoring the need for upgrades and training.

Workload and Task Management

Staff reported excessive workloads and lack of task delegation. “We handle multiple roles without clear delegation” (Staff 4) and “There’s no mechanism to prioritize urgent versus routine tasks” (Staff 2) highlight disorganized task management. Observations confirmed reliance on handwritten notes, with no digital scheduling tools; document retrieval took 12–18 minutes. These issues reflect Gong’s (2024) view that poor task balance and lack of strategic workload distribution lead to delays and burnout. Without support systems, multitasking degrades service quality and morale. Automation and clearer coordination are vital for maintaining efficiency in high-demand settings.

Training, Communication, and Role Clarity

Staff reported infrequent and irrelevant training, often unrelated to actual tasks. “I only received one formal training last year, and it was on budgeting—not our software” (Staff 2) illustrates this gap. Training occurred less than once a year and rarely addressed software or service procedures. Additionally, unclear roles and poor communication led to overlap and duplication: “Sometimes assignments are unclear, causing duplicate work” (Staff 1). These problems align with Aldreabi et al. (2024), who note that vague task distribution and weak communication hinder efficiency. As Segbenya and Berisie (2020) emphasize, effective administration requires ongoing, relevant training and clear role definition. Without them, even committed staff risk working inefficiently.

Leadership, Decision-Making, and Stress Factors

Leadership at IAIN Curup was seen as morally supportive but lacked structural engagement in performance feedback and participatory decisions. “We are rarely consulted on system changes” (Staff 3) and “We need more clarity on task expectations” (Staff 4) reflect this disconnect. All staff reported stress during peak periods, with symptoms like fatigue and insomnia, worsened by the absence of wellness programs. These findings align with Ma et al. (2024), who link stress to low task control and weak support systems. Combined with system instability and poor communication, this raises burnout risks (Smithdorf et al., 2022). While decentralized leadership offers flexibility, Gudmundsson et al. (2023) warn it can cause ambiguity without cultural and communicative clarity. Participatory leadership with transparent structures is key to enhancing engagement (Ndjama & Van Der Westhuizen, 2023).

Improvement Proposals and Staff-Initiated Solutions

Despite challenges, staff actively proposed reforms, such as a centralized dashboard, annual role-specific training, and regular coordination meetings. “An integrated dashboard would streamline everything” (Staff 4) and “We need more training, not just for new staff but everyone” (Staff 2) reflect their focus on both system and human resource development. These suggestions show strong contextual insight and readiness to co-develop solutions. Research affirms that staff-driven innovation, especially under participatory leadership, enhances outcomes (Ndjama & Van Der Westhuizen, 2023). Institutional responsiveness to such input fosters ownership, reduces stress, and supports ongoing improvement in service delivery.

Observation Synthesis

Observations confirmed recurring themes: manual workarounds due to digital failures, inconsistent self-organized tasks, and informal resolution of procedural errors. Ambiguities in chain-of-command caused redundancy, while leadership offered moral but not structural support. Archiving remained partly digital, partly manual. These patterns support claims that administrative reform needs more than technical fixes—it requires cultural alignment, clear processes, and engaged leadership (Li, 2024; Compton et al., 2023). The mismatch between policy and practice underscores the limits of partial reform. A holistic strategy integrating technology, training, leadership, and workflow systems is vital for improving service quality and consistency.

Challenges Faced by Students Regarding the Implementation of Student Administration Services at IAIN Curup

Students, as primary users of student administration services at IAIN Curup, often face various obstacles in accessing, processing, and completing their administrative matters. These challenges range from limited access, delays in service, unclear information, to insufficient responsiveness from administrative staff. The following table summarizes key themes from interviews with students, highlighting the diverse issues they encounter and their impact on the student experience.

Table 4. Themes from Interviews on Challenges Faced by Students in Managing Student Administrative Services at IAIN Curup
(Source: Interview with Students, 2025)

No	Interview Topic	Theme 1 (Student)	Theme 2 (Student)	Theme 3 (Student)
1	Ease of Access	Ease of access to services	Barriers to accessing services	Impact of access barriers on experience
2	Service Delays	Occurrence of delays	Services most frequently delayed	Impact of delays on students
3	Information Clarity	Ease of finding procedural info	Difficulties in understanding or locating info	Impact of unclear info on students
4	Online Service Use	Experience with online services	Technical issues	Impact of technical problems on experience

5	Staff Responsiveness	Speed of staff response	Quality of communication	Effect of delayed responses
6	Satisfaction Level	Overall satisfaction	Areas needing improvement	Effect of dissatisfaction
7	Complaint Handling	Complaint submission process	Effectiveness of follow-up	Influence on satisfaction
8	Technical Challenges	Experience of technical errors	Ways to resolve problems	Impact on experience
9	Waiting Times	Experience with queuing	Perceived length of wait	Effect on comfort
10	Notification Frequency	Frequency of official updates	Methods of obtaining info	Effect on satisfaction
11	Communication Difficulties	Barriers in communication	Causes of communication problems	Impact on service quality
12	Transparency	Perceived transparency	Difficulties in obtaining info	Effect on experience
13	Improvement Needs	Required changes	Expectations for future system	Effect on service quality

Table 4 presents coded interview data highlighting key student challenges in accessing administrative services at IAIN Curup. Major themes include accessibility, delays, information clarity, technology use, staff responsiveness, complaint handling, and satisfaction. These themes reveal the intricate link between administrative systems and student experiences, emphasizing the need for service improvements.

Accessibility and Delays

Students frequently faced access issues and delays—9 of 12 cited inconsistent office hours, unclear signage, and long queues. “The office is open, but sometimes they say, ‘Come back tomorrow,’ without explanation” (Student 3) reflects this frustration. Delays of one to over two weeks, especially for scholarship disbursement, were common. Observations showed wait times over 30 minutes during peak hours, pointing to staff shortages and infrastructure strain. These issues reflect structural fragility and align with TQM principles, which stress responsive infrastructure and user-focused improvements (Rizos et al., 2022). Poor accessibility undermines service equity and calls for adaptive scheduling, resource reallocation, and spatial redesign.

Information and Communication Issues

Students reported conflicting administrative information—8 of 12 experienced discrepancies between in-person and online instructions. “What they say in person often differs from the website” (Student 5) and “I got two different answers for the same question” (Student 11) illustrate this confusion. The absence of centralized, updated briefings led to incomplete submissions and repeated visits. According to Organizational Communication Theory, such breakdowns in formal systems hinder user engagement (Selanno & Rahawarin, 2024). Without synchronized communication across channels, transparency erodes and trust declines. Addressing this requires digital updates, clear verbal protocols, and routine cross-unit coordination.

Digital System and Technical Barriers

Technical issues were widespread—10 students reported login errors, upload failures, and frozen portals, especially during peak periods. “I was trying to upload my file, and the site just froze—I had to come to the office instead” (Student 6) illustrates this. These disruptions increased in-person traffic and administrative strain. Such problems highlight the importance of digital readiness, including reliable systems and infrastructure (Hassan et al., 2022). System failures force students back to manual processes, undermining digitalization goals. As TQM principles assert, effective digital services require not just online access, but strong backend systems, responsive IT support, and user-focused design (Rizos et al., 2022).

Staff Responsiveness and Complaint Handling

Student feedback on staff responsiveness was mixed—four noted quick, friendly service: “They were nice and fast” (Student 1), while eight reported delays and unresponsiveness, such as waiting days for replies: “I sent a message and waited four days for a reply” (Student 4). Only two of several complaints received proper follow-up, and half of the students were unaware of formal complaint procedures. These findings align with service literature stressing that procedural fairness and clear grievance mechanisms impact satisfaction (Omoola et al., 2024; Mpuangnan & Roboji, 2024). Without structured and accessible complaint systems, institutions risk eroding trust and leaving issues unresolved. Formal protocols and timely responses are thus essential to institutional accountability and reform.

Student Satisfaction and Improvement Expectations

Student satisfaction ranged from moderate to low. Five students appreciated aspects like polite staff and online access but were frustrated by systemic flaws. “Sometimes it works fine, but other times it’s chaotic” (Student

4) and “They’re doing their best, but the system doesn’t support them” (Student 7) express this. Suggestions included real-time tracking, clearer communication, more staff, and better waiting facilities. Ten students endorsed a status update feature for transparency. These insights support the view that satisfaction depends on the match between expectations and institutional performance (Hassan et al., 2022). As TQM and digital governance literature suggest, user feedback and real-time systems are key to improving service responsiveness (Rizos et al., 2022). Institutions should treat student input as a basis for participatory improvements.

Observation Synthesis

Observational data validated student experiences—staff desks were overcrowded, and students often avoided asking questions due to time pressure or fear of rejection. The digital system lacked status indicators, signage was limited, and waiting areas were poorly ventilated. These conditions reflect both service strain and design flaws. Physical discomfort and spatial inefficiency reduce satisfaction (Putri et al., 2024), while digital systems are ineffective without sufficient staffing and infrastructure (Shqau et al., 2020). Usability involves more than technology—it includes space, communication, and comfort. Effective reform must address digital, structural, and human elements in an integrated manner.

Proposed Solutions to Address Challenges in Student Administrative Services at IAIN Curup

To address the persistent issues in student administrative service management at IAIN Curup, administrative staff have proposed a series of strategic actions centered on technological modernization, skill enhancement, and procedural improvements. These include upgrading digital infrastructure to support automation, enhancing training in digital tools and communication, and streamlining bureaucratic procedures to increase efficiency. Additional recommendations emphasize improved coordination among teams, leadership support through adequate facilities, and more effective time management policies. The following table presents a thematic summary of the proposed solutions aimed at enhancing the quality of administrative services for students at IAIN Curup.

Table 5. Thematization of Interview Data from Administrative Staff on Proposed Solutions to Improve Student Administrative Services at IAIN Curup
(Source: Interview with Staff, 2025)

No	Interview Topic	Theme 1 (Staff Recommendation)	Theme 2 (Staff Recommendation)	Theme 3 (Staff Recommendation)
1	Technological Improvement	Modernization and enhancement of technological infrastructure	Staff training to optimize technology use	Development of integrated and user-friendly systems
2	Workload Reduction	Automation of administrative tasks through digital systems	Redistribution of workload according to staff expertise	Hiring additional staff or outsourcing support
3	Staff Training	Periodic training in digital administrative systems	Development of management and communication skills	Specialized training in administrative problem-solving
4	Error Prevention	Standardization of administrative procedures (SOPs)	Use of automated data validation systems	Enhanced supervision and regular evaluations
5	Internal Communication	Implementation of efficient internal digital communication tools	Routine coordination meetings to improve team synergy	Communication skills training to foster collaboration
6	Digital System Optimization	Development of cloud-based systems for stable access	Addition of more intuitive and responsive features	Faster and more proactive technical support
7	Time Management	Structuring more flexible but organized work schedules	Utilization of time management tools like reminders and deadlines	Clear task distribution to enhance focus
8	Document Access and Management	Full digitalization of administrative documents	Implementation of efficient document search systems	Staff training in digital document handling

9	Leadership Support	Enhanced communication transparency between leadership and staff	Incentives or recognition for outstanding staff performance	Provision of supportive facilities and infrastructure
10	Stress Reduction	Simplification of bureaucratic procedures	Staff well-being programs such as flexible hours and psychological support	Workload reduction through team-based task allocation
11	Task Distribution	Creation of detailed and transparent SOPs on task distribution	Clear and documented task reporting systems	Periodic evaluation of team task distribution effectiveness
12	Staff Involvement in Decision-Making	Regular discussion forums to voice staff input	Increased transparency in administrative policies	Opportunities for staff to propose service innovations
13	Service Improvement Priorities	Simplification of procedures for easier student access	Use of digital technology for more efficient services	Periodic evaluations to ensure continuous service improvement

Table 5 summarizes staff recommendations to enhance student administrative services at IAIN Curup. The suggestions cover technological upgrades, workload distribution, continuous training, error mitigation, internal communication, document and time management, leadership engagement, stress reduction, and participatory decision-making. These integrated strategies reflect staff aspirations for a more efficient and student-centered system.

Technological and Digital System Enhancement

All four staff stressed the need for integrated, cloud-based platforms with real-time tracking and mobile access to reduce delays and manual tasks. “A stable, integrated dashboard would help us avoid repetitive tasks and reduce delays” (Staff 1) reflects this urgency. This supports Zahurin et al. (2024), who emphasize automation and system integration for efficient, accountable services.

Three staff also proposed targeted training to boost digital literacy and lessen IT dependence, highlighting the importance of pairing infrastructure upgrades with capacity building (Shatnawi et al., 2024).

Human Resource Optimization and Training

Staff emphasized the need for balanced task allocation and ongoing training. They proposed automating routine tasks, hiring temporary staff during peak times, and delegating roles more clearly. “We often learn by doing. Formal training would help us manage the system better” (Staff 3). These views align with Elizah et al. (2022), who stress pairing infrastructure with staff competency. Standardized SOPs and automated validations were also recommended to minimize errors, reflecting Rahareng’s (2021) view that clarity and system support are key to consistent service delivery.

Workflow and Time Management Reform

Staff highlighted the need for digital scheduling tools, task trackers, and automated reminders to ease workflow bottlenecks. Clear delegation was seen as crucial during peak periods to prevent overlap. They also stressed full digitization of student records, smart search functions, and archiving training. “We still use paper for many things—it slows us down and risks losing important files” (Staff 2). These suggestions align with Szczygielski (2024), who emphasizes that structured digital records enhance efficiency and safeguard institutional memory.

Leadership and Organizational Support

Staff emphasized the need for transparent decision-making, regular feedback, and recognition to boost motivation. Two suggested improving workspace conditions—better ventilation and ergonomic furniture—and noted the absence of wellness programs despite widespread stress. These points highlight the link between supportive environments and sustainable service, aligning with research on leadership’s role in fostering trust and engagement (Ndjama & Van Der Westhuizen, 2023).

Participation and Innovation in Service Development

Staff advocated for more involvement in designing and revising procedures, suggesting discussion forums and anonymous input channels. “Sometimes we just follow rules that don’t work on the ground. If we could give input early, it would save time later” (Staff 4). This reflects the value of participatory governance, as Elizah et al. (2022) note, which fosters ownership, innovation, and adaptability. Regular service evaluations were also proposed to support continuous improvement.

Synthesis and Practical Implication

Staff proposals across technological, structural, and managerial areas reflect a shared, practical vision for reform at IAIN Curup. Though varied, these strategies align with TQM principles emphasizing iterative improvement, user-centered change, and organizational learning (Rizos et al., 2022). Sustainable service enhancement requires more than digital tools—it demands supportive leadership, clear communication, and empowered staff within a culture of continuous development.

CONCLUSION

This study concludes that while student administrative services at IAIN Curup are guided by structured procedures, digital systems, and SOP-based training, significant challenges remain. Issues such as processing delays, inconsistent implementation, limited technological reliability, and communication gaps continue to hinder service effectiveness. Both staff and students highlight problems related to manual systems, inadequate training, unclear task divisions, and insufficient leadership engagement. Despite these constraints, feedback from both groups indicates strong potential for reform through system modernization, capacity building, procedural refinement, and institutional support. These findings underscore the urgency of developing a more transparent, reliable, and student-centered administrative model anchored in collaborative improvement. Future research should consider longitudinal studies to evaluate the outcomes of digital and procedural reforms over time. Mixed-method approaches could yield richer insights into staff and student experiences, service efficiency, and satisfaction. Moreover, examining the role of leadership and institutional culture in driving administrative transformation would offer valuable contributions to the advancement of higher education governance. ■

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