

Principal Leadership in Strengthening Administrative Services for Dapodik Reporting: A Qualitative Study at Sdn 24 Talang Kelapa

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Abstract: This study aims to analyze the principal's strategies in improving the administrative services of Data Pokok Pendidikan (Dapodik) reporting at SDN 24 Talang Kelapa, identify the obstacles encountered, and describe the solutions implemented to overcome these obstacles. This study employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research informants consisted of the principal, school operator, administrative staff, and teachers involved in Dapodik management. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The results of the study indicate that the principal's strategies in improving Dapodik reporting administrative services were implemented through work program planning, strengthening coordination, providing guidance to administrative staff, supervising data reporting, and conducting periodic evaluations of data quality. The participants consisted of one principal, one school operator, two administrative staff members, and four teachers selected through purposive sampling. The principal also implemented the utilization of information technology and clear task distribution to enhance the effectiveness of administrative services. This study concludes that the success of Dapodik reporting administrative services is strongly influenced by the principal's ability to implement adaptive, collaborative, and governance-based leadership strategies. Appropriate strategies can improve data accuracy, administrative service effectiveness, and support the creation of a more organized and accountable educational governance system.

Keywords: *Principal's Strategy, Administrative, Services, Educational, Management.*

A. Introduction

The development of information and communication technology in the era of the Industrial Revolution 4.0 has brought significant changes in various sectors, including education. Educational institutions are currently required not only to improve the quality of learning but also to strengthen school management and administrative services. Previous studies have examined the implementation of Dapodik, educational management information systems, and school administrative services. However, these studies mainly emphasize the technical aspects of educational data management and system implementation. Limited attention has been given to the strategic leadership role of principals in planning, coordinating, supervising, evaluating, and strengthening human resource capacity to improve Dapodik administrative services. Therefore, this study

addresses this gap by examining the leadership strategies employed by principals in improving Dapodik reporting services at the elementary school level. One important aspect of school administration is the management of educational data through the Data Pokok Pendidikan (Dapodik) system. Dapodik serves as the primary national education database used to support planning, implementation, evaluation, and decision-making processes in the education sector (Mubarok & Samran, 2025).

The implementation of Dapodik has contributed positively to improving school administrative services. Through an integrated digital system, schools are able to manage data related to students, teachers, educational staff, and school facilities more effectively and efficiently. Previous studies revealed that the utilization of Dapodik improves the effectiveness of school administration by reducing data recording errors and accelerating administrative processes. Therefore, accurate and updated educational data are essential to support accountable and transparent educational governance (Sadiq, 2025).

However, the implementation of Dapodik in schools is still facing several challenges. Many schools experience problems related to limited human resource competencies, technical understanding of the application, inadequate infrastructure, and the frequent changes in the Dapodik system. In addition, school administrative services often depend heavily on school operators, while the involvement of teachers and other educational staff in the process of data collection, validation, and updating is still limited. These conditions may result in delays in reporting, inaccurate data, and ineffective administrative services (Donneli, 2026).

In this context, the role of the principal becomes very important. As the leader and manager of the school, the principal is responsible for planning, organizing, directing, supervising, and evaluating all administrative activities, including Dapodik reporting services. Effective leadership strategies are needed to ensure that school administrative services can run properly, accurately, and sustainably. Principals are expected to strengthen coordination, provide guidance for educational staff, optimize the use of technology, and create collaborative administrative management within the school environment (Jhonshon et al., 2024).

SDN 24 Talang Kelapa is one of the schools implementing Dapodik reporting as part of its educational administration system. Based on preliminary observations, the school has carried out Dapodik management and reporting activities, but several obstacles are still found, such as limited technical understanding among staff, dependence on school operators, and less optimal coordination among school members. These conditions indicate that administrative reporting services still require improvement through appropriate leadership strategies from the principal (Kaso, 2021).

Although several previous studies have discussed the effectiveness of Dapodik and the role of school leadership in educational administration, research focusing specifically on the principal's strategy in improving Dapodik reporting administrative services at the school level is still limited. Therefore, this study aims to analyze the principal's strategies, identify the obstacles faced, and describe the solutions implemented in improving Dapodik reporting administrative services at SDN 24 Talang Kelapa. This research is

expected to contribute both theoretically and practically to the development of educational management, especially in strengthening technology-based school administrative services (Widyasari et al., 2025).

B. Methods

This study employed a qualitative descriptive approach to explore and describe the principal's strategies in improving administrative services for Data Pokok Pendidikan (Dapodik) reporting at SDN 24 Talang Kelapa. A qualitative approach was chosen because the research focused on understanding social phenomena, experiences, and administrative practices occurring naturally within the school environment. The participants consisted of one principal, one school operator, two administrative staff members, and four teachers. The research was conducted at SDN 24 Talang Kelapa. The informants consisted of the principal, school operator, administrative staff, and teachers involved in managing and reporting Dapodik data. Informants were selected purposively based on their roles and involvement in the implementation of school administrative services (Mustafa et al., 2023).

Data were collected through observation, interviews, and documentation. Observation was conducted to examine the implementation of administrative services and Dapodik reporting activities in the school. Interviews were carried out with the informants to obtain in-depth information regarding the principal's strategies, obstacles encountered, and solutions implemented in improving administrative services. Documentation techniques were used to collect supporting data such as school profiles, organizational structures, Dapodik reports, administrative records, and other relevant documents.

The collected data were analyzed using the interactive analysis model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and simplifying relevant information obtained from the field. The data were then organized and presented systematically to facilitate interpretation. Finally, conclusions were drawn based on the patterns and findings obtained during the research process.

To ensure the validity of the data, the study applied triangulation techniques, including source triangulation, technique triangulation, and time triangulation. These techniques were used to compare and verify information obtained from different informants and data collection methods, so that the credibility and trustworthiness of the research findings could be maintained.

C. Results and Discussion

The results of this study reveal that the principal of SDN 24 Talang Kelapa implemented various strategic efforts to improve administrative services related to Data Pokok Pendidikan (Dapodik) reporting. These strategies were carried out through planning, coordination, supervision, evaluation, human resource development, and the utilization of technology-based administrative systems. The implementation of these strategies played

an important role in supporting effective, accurate, and accountable educational data management within the school environment (Iwogbe et al., 2025).

One of the main strategies implemented by the principal was strengthening planning and organization in administrative management. The principal prepared administrative work programs related to Dapodik reporting and established clear job descriptions for the school operator, administrative staff, and teachers (Marlina et al., 2025). The planning process included scheduling data collection, determining reporting deadlines, and coordinating responsibilities among school personnel. Through organized planning, administrative activities became more systematic and minimized delays in reporting educational data (Sajid et al., 2025).

In addition, the principal actively encouraged coordination and communication among school members. Coordination meetings were conducted regularly to discuss updates in the Dapodik system, evaluate data completeness, and solve administrative problems encountered during reporting activities. Effective communication between the principal, operator, teachers, and administrative staff helped improve teamwork and reduced misunderstandings in the data collection and verification process. This collaborative approach created a more supportive administrative environment within the school (Lakkala et al., 2021).

The findings also indicate that supervision and monitoring became essential components of the principal's strategy. The principal consistently monitored the implementation of Dapodik reporting to ensure that data entered into the system matched the actual conditions of the school. Supervision was carried out through checking student data, teacher information, infrastructure records, and supporting administrative documents before synchronization with the national database. This process helped increase the reliability and validity of educational data managed by the school (Dogan & Demirbolat, 2021).

Another important finding is related to capacity building for educational staff. The principal recognized that one of the major obstacles in Dapodik management was the limited technical competence of some staff members. To address this issue, the principal provided guidance, technical assistance, and direct mentoring for teachers and administrative staff involved in Dapodik management. The school operator also assisted other staff members in understanding system updates and technical procedures. These efforts improved staff confidence and competence in handling educational data reporting activities (Gunawan et al., 2023).

The principal also attempted to optimize the use of technology and facilities to support administrative services. The school utilized computers, internet access, and digital documentation systems to facilitate administrative processes. Although infrastructure limitations were still found, such as unstable internet connections and limited technological equipment, the principal encouraged the maximum utilization of available facilities. These findings indicate that administrative planning functions as a strategic leadership mechanism that aligns organizational responsibilities with educational data governance. Clear task allocation reduces reporting errors and strengthens organizational

accountability.. The use of digital systems contributed to faster data processing, easier document storage, and more efficient reporting procedures (Орлов, 2024).

Despite these improvements, several obstacles were still encountered in the implementation of Dapodik administrative services. One of the major challenges was the dependence on the school operator. Effective coordination reflects distributed leadership practices because responsibility for educational data management is shared among teachers, operators, and administrative staff rather than concentrated on one individual.. Most administrative tasks related to Dapodik were concentrated on one individual, causing workload overload and increasing the risk of delays and errors. Furthermore, not all teachers and administrative staff had adequate understanding of the Dapodik system and reporting procedures. Frequent updates and changes in the application also created difficulties for school personnel in adapting to new regulations and technical requirements (Manca & Delfino, 2021). supervision served not merely as a monitoring activity but as a quality assurance process that ensured data validity before synchronization with the national database.

Another obstacle identified in this study was the limited coordination between educational staff during data verification processes. In some cases, delays occurred because supporting documents from teachers or other staff were incomplete or submitted late. Infrastructure problems, especially unstable internet networks, also affected the synchronization process and slowed down reporting activities. These conditions demonstrate that administrative service quality is influenced not only by human resources but also by technological and infrastructural support (Sutono et al., 2023). Capacity-building initiatives indicate that sustainable administrative improvement depends on continuous professional development rather than solely on technological innovation.

To overcome these challenges, the principal implemented several adaptive solutions. The principal strengthened coordination among all school members and emphasized collective responsibility in managing educational data. Administrative tasks were gradually distributed among teachers and staff to reduce excessive dependence on the operator. The findings suggest that technology acts as an enabling factor. However, its effectiveness depends on users' competence and organizational readiness.. The principal also encouraged staff participation in training activities and provided continuous assistance in solving technical problems related to Dapodik reporting (Kasbijanto et al., 2025).

Furthermore, the principal carried out regular evaluations of administrative services. Evaluation activities focused on identifying weaknesses in reporting processes, improving work discipline, and enhancing the quality of educational data. These challenges demonstrate that administrative service quality is influenced by the interaction between leadership, technological infrastructure, and human resource capacity rather than by technical systems alone. The results of evaluations were used as references for improving future administrative strategies and strengthening school management systems. Through continuous evaluation, the school was able to develop more effective and efficient administrative procedures (Brinia et al., 2023).

The findings of this study are closely related to the theory of service quality proposed by Parasuraman, Zeithaml, and Berry, which consists of five dimensions: reliability, responsiveness, assurance, empathy, and tangibles. Reliability was reflected in the school's effort to provide accurate and timely educational data reporting. Responsiveness appeared in the prompt actions taken by the principal and staff in responding to data problems and system updates (Ibiyomi et al., 2025). Assurance was demonstrated through supervision, guidance, and staff competence in managing Dapodik services. Empathy was shown through supportive communication and assistance provided to teachers and staff experiencing difficulties in administrative tasks. Meanwhile, tangibles were reflected in the use of computers, internet facilities, and administrative infrastructure to support reporting activities (Mugizi & Rwothumio, 2023).

The results of this study also support previous research stating that principal leadership has a significant influence on school administrative management and educational service quality. Effective leadership strategies enable schools to create more organized administrative systems, strengthen collaboration among school personnel, and improve accountability in educational data reporting. In the context of SDN 24 Talang Kelapa, the principal's leadership strategy proved to be an important factor in improving the effectiveness of Dapodik administrative services (Khalis et al., 2025).

Overall, this study demonstrates that improving Dapodik administrative services requires not only technological systems but also strong managerial leadership, teamwork, supervision, and continuous human resource development. The success of administrative reporting services depends on the ability of the principal to manage school resources effectively and create a collaborative work culture that supports accurate and sustainable educational data management (Lijun & Te, 2024). The five SERVQUAL dimensions illustrate that effective Dapodik administration extends beyond technical compliance. Reliability depends on data accuracy, responsiveness on timely problem-solving, assurance on staff competence, empathy on collaborative support, and tangibles on the availability of digital infrastructure. Therefore, principal leadership plays a mediating role in translating these service quality dimensions into effective administrative practices.

D. Conclusions

Based on the findings of this study, it can be concluded that the principal of SDN 24 Talang Kelapa has implemented several strategic efforts to improve administrative services related to Data Pokok Pendidikan (Dapodik) reporting. These strategies include planning administrative programs, strengthening coordination among school members, conducting supervision and evaluation, improving staff competencies, and optimizing the use of technology in administrative management. The implementation of these strategies contributed to improving the accuracy, effectiveness, and efficiency of Dapodik reporting services (Yasin & Elsalina, 2025).

The study also found several obstacles in the implementation of Dapodik administrative services, such as limited technical competencies of educational staff, dependence on the school operator, inadequate infrastructure, and frequent updates in the Dapodik system.

This study concludes that the principal plays a strategic leadership role in improving Dapodik administrative services through systematic planning, collaborative coordination, continuous supervision, staff capacity building, and effective utilization of information technology. The findings indicate that leadership contributes not only to improving reporting accuracy but also to strengthening organizational collaboration and educational data governance. Despite challenges related to human resources and technological infrastructure, adaptive leadership strategies enable sustainable improvements in administrative service quality. These challenges affected the smoothness and accuracy of the reporting process (Saryanto et al., 2026).

To overcome these obstacles, the principal applied adaptive and collaborative solutions, including intensive guidance for administrative staff, strengthening teamwork, improving communication and coordination, and maximizing the available technological facilities. These efforts helped reduce administrative problems and supported the continuity of school data reporting services. In conclusion, the success of Dapodik administrative services is strongly influenced by the principal's leadership strategy, managerial competence, and ability to build collaboration among all school members. Effective leadership, supported by proper supervision and technological utilization, can create administrative services that are more organized, accountable, and sustainable in supporting educational management.

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