

# Analysis of the Problems of Educational Institutions and the Role of Education Personnel in Realizing A Conducive Learning Environment

Titis Istiqomah<sup>1\*</sup>

<sup>1</sup>STIE Mahardhika Surabaya, Indonesia

\*Co e-mail: [titis.istiqomah@stiemahardhika.ac.id](mailto:titis.istiqomah@stiemahardhika.ac.id)<sup>1</sup>

## Article Information

Received: July 18, 2025  
Revised: August 04, 2025  
Online: August 06, 2025

## Keywords

Education Personnel, Conducive Learning Environment, Educational Problems, Professionalism of Education Personnel

## ABSTRACT

*A conducive learning environment is a key factor in supporting the success of the educational process within schools. However, internal challenges often hinder the creation of an ideal atmosphere. This study aims to analyze the problems faced by educational institutions and explore the strategic role of educational personnel in fostering a conducive learning environment. A descriptive qualitative approach was employed, involving participatory observation, in-depth interviews with 12 informants (educational personnel, teachers, and school leaders), and document analysis at two public secondary schools over a three-month period. The results showed that major challenges include ineffective management, weak coordination among staff, and inadequate support facilities. Educational personnel serve as mediators and facilitators in strengthening communication, ensuring order, and supporting the learning process through infrastructure management. These findings highlight the urgent need to enhance the capacity and professionalism of educational personnel through targeted training and empowerment programs. In conclusion, the active involvement of educational personnel is crucial in overcoming institutional challenges and enhancing a learning environment that promotes student achievement.*

**Keywords:** Education Personnel, Conducive Learning Environment, Educational Problems, Professionalism of Education Personnel



## INTRODUCTION

A conducive learning environment is one of the main factors determining the success of the learning process and student achievement. Darling-Hammond (2020) confirms that a comfortable and psychologically supportive atmosphere can enhance student motivation and concentration, thereby positively impacting academic performance. This conduciveness involves various aspects, ranging from physical comfort in classrooms to the quality of social interactions among school members. Therefore, fostering a supportive learning environment must be a central focus in efforts to improve education quality.

Creating such an environment requires attention not only to physical infrastructure but also to the social dynamics within the school. Harmonious interactions among students, teachers, education personnel, and school leaders play a vital role in shaping a conducive atmosphere. In this context, education personnel hold a strategic position – not only in administrative management but also in supporting the smoothness and orderliness of school operations.

According to the OECD (2023), education personnel function as crucial intermediaries between teachers, students, and school management, ensuring educational activities run effectively. Their responsibilities go beyond routine administration and include managing school facilities, organizing schedules, and supporting extracurricular activities – all of which contribute to student comfort and motivation to learn.

However, many educational institutions still face challenges in optimizing the roles of education personnel. Problems such as weak coordination and communication with teaching staff, limited professional development opportunities, and underutilization of their strategic functions often hinder the creation of an effective learning environment. Without proper support and capacity building, the potential of education personnel remains underdeveloped.

Recent studies emphasize these challenges. Santoso et al. (2022) found that imbalanced task distribution and limited involvement of education personnel in school operations led to suboptimal facility and classroom management. Similarly, Wijaya and Nurhasanah (2024) revealed that without adequate training, education personnel struggle to adapt to technological changes and evolving management needs – resulting in a less conducive learning atmosphere.

These issues become more pressing in today's digital era, where schools must rapidly adapt to technological advancements and implement innovative learning strategies. Traditional methods alone are no longer sufficient; educational institutions are expected to utilize digital platforms and interactive media to enhance teaching effectiveness and student engagement. In this evolving landscape, educational personnel must adopt more dynamic roles to support digital learning ecosystems.

In particular, they are expected to assist in the integration of digital tools such as Learning Management Systems (LMS), online assessments, and interactive content. The Ministry of Education and Culture (2023) highlights the importance of equipping education personnel with adequate digital competencies so they can support both teachers and students in navigating technology-based learning environments effectively.

Despite this, many education personnel are still unprepared to face these technological demands. Limited training and resources, coupled with a lack of digital literacy, have led to ineffective implementation of digital initiatives. Consequently, the learning process is often disrupted by insufficient interaction and declining student motivation due to unengaging methods.

This situation calls for serious institutional and policy-level efforts to enhance the digital readiness of educational staff.

Another key barrier to a conducive environment is the lack of synergy among education personnel, teachers, and school leaders. Hidayat and Ramdani (2023) stress that weak collaboration hinders the development of inclusive learning strategies. When education personnel are excluded from communication and decision-making processes, emerging issues are left unresolved, ultimately diminishing the quality of education delivery.

Moreover, ineffective collaboration can result in misaligned school policies and inconsistent implementation, which in turn confuses staff about their roles and responsibilities. This mismanagement not only disrupts school routines but also weakens the support system necessary for student growth.

These challenges highlight the need for a more holistic and inclusive approach to school management where education personnel are recognized as strategic partners in the learning process, not just administrative support. Their involvement in planning, execution, and evaluation phases will strengthen stakeholder collaboration and improve school culture.

Given these issues, it is essential to conduct an in-depth analysis of the barriers hindering educational institutions, particularly regarding the role of education personnel in fostering a conducive learning environment. This study aims not only to identify the root causes of the problem but also to explore the strategic potential of education personnel in enhancing education quality.

In conclusion, a comprehensive and systematic review of these challenges can offer valuable insights and practical recommendations for policymakers and education practitioners. Through appropriate policies and continuous training programs, education personnel can be empowered to contribute more effectively. Ultimately, this will support the creation of a dynamic, inclusive, and adaptive educational environment that aligns with the demands of the 21st century.

## **METHODS**

This study uses a qualitative approach with a case study method to gain a deep understanding of the problems faced by educational institutions and the role of educational personnel in creating a conducive learning environment. The research was conducted in two public junior high schools located in West Java, Indonesia, over a three-month period from March to May 2025. Data were collected using multiple techniques, including participatory observation in the school environment, in-depth interviews, and document analysis. A total of 15 informants were selected through purposive sampling, consisting of 6 educational personnel, 5 teachers, and 4 school leaders, all of whom had strategic roles and relevant experience.

Thematic analysis was used to examine the data. The analysis process involved several stages: (1) data reduction through organizing and summarizing transcripts, field notes, and documents; (2) data display in the form of thematic matrices and coding charts; and (3) conclusion drawing and verification. Open coding was initially applied to label meaningful segments of data, followed by axial coding to identify relationships between categories, and then selective coding to refine key themes that aligned with the research questions.

To ensure transparency and replicability, all coding was conducted manually with the aid of a coding framework developed based on both theoretical constructs and emergent data. The coding process was reviewed by two peer researchers to minimize subjectivity. Data validity was



maintained through triangulation of sources (interviews, observations, and documents) and methods, as well as member checking with key informants to confirm the accuracy of interpretations.

The results of this analysis are expected to provide a comprehensive depiction of field conditions and generate practical recommendations for optimizing the strategic role of educational personnel in the learning environment.

## RESULTS

The following is a table summarizing the findings related to the role of Education personnel, the constraints faced, and the impact on the learning environment in schools:

**Table 1. Summary of the Results of the Implementation Problems of Educational Institutions and the Role of Education Personnel in Realizing A Conducive Learning Environment**

Aspect	Key Findings	Impact on Learning Environment
Administrative Role	Administrative tasks (e.g., attendance, filing, technical support) are handled well	Supports smooth day-to-day school operations
Strategic Engagement	Limited involvement of educational personnel in planning and decision-making	Weak coordination and limited synergy among school stakeholders
Communication and Coordination	Ineffective communication between educational personnel, teachers, and leadership	Hinders inclusive policy formulation and collaborative implementation
Technology Competence	Digital skills vary; some staff struggle to use learning platforms	Slows down digital learning integration and student engagement
Training and Development	Regular training improves competence and responsiveness to change	Contributes to more innovative, adaptive, and conducive learning environment

This study reveals that education personnel play a crucial role in supporting a conducive learning environment. Administratively, they are generally able to carry out essential tasks such as managing student attendance, maintaining document records, and assisting teachers with technical needs. As one staff member noted, *"We are used to handling student records and classroom equipment smoothly, but when it comes to planning learning strategies, we are rarely involved."* This suggests that while day-to-day support is strong, their involvement in higher-level strategic roles remains limited.

This limited engagement contributes to suboptimal coordination between school actors. The study found that educational personnel are often not invited to key meetings or planning sessions. One participant stated, *"Sometimes we hear about new school policies after they're already implemented. It's hard to adjust when we're not part of the discussion from the beginning."* This sense of exclusion undermines motivation and weakens alignment between educational support and instructional goals.

Communication barriers further compound the problem. Without regular, structured interaction among educational personnel, teachers, and school leaders, collaboration remains fragmented. As one teacher expressed, *"If we could meet more often with the support staff, I think we'd*

*work more efficiently. Right now, we each do our part, but not always in sync.*" This lack of synergy impacts how effectively learning policies are put into practice.

Another major finding concerns technological competence. In the digital era, many schools rely on online learning platforms, yet not all staff are equipped to assist in this domain. Several education personnel admitted difficulty navigating these tools. One shared, *"We want to help with the LMS and digital assessments, but we need more training. Sometimes we just watch the teachers struggle without being able to help."*

On the other hand, schools that regularly organize training programs show a marked improvement in the competence and confidence of their educational personnel. In such environments, staff can better support teachers in implementing digital tools and contribute to a more engaging learning experience. *"After attending three training sessions, I finally understood how to set up online quizzes and help teachers troubleshoot tech issues,"* said another staff member.

In summary, while educational personnel are fulfilling their administrative duties effectively, they are not yet fully empowered in their strategic, communicative, and technological roles. Addressing these gaps requires structured interventions regular training, participatory planning mechanisms, and improved internal communication systems. These efforts will help ensure that educational personnel become fully integrated contributors to a modern, adaptive, and student-centered school environment.

## DISCUSSION

The results of this study reaffirm that education personnel play a pivotal role in supporting the creation of a conducive learning environment. Their administrative tasks such as managing student attendance, filing documents, and coordinating school activities serve as the operational backbone of the school. Although often perceived as routine, these functions are essential to ensuring order, discipline, and readiness for effective teaching and learning to take place. As noted by one school leader: *"Without solid administrative support, classroom activities get disrupted. Even simple delays in scheduling or facilities can derail the entire day."*

However, while administrative performance is generally well executed, the study also uncovers a recurring issue: education personnel are seldom engaged in strategic decision making. Their role in planning, evaluating, or innovating learning strategies remains peripheral. This limited engagement results in fragmented coordination between educational personnel, teachers, and school leadership ultimately affecting the formulation of inclusive and responsive policies. Such findings align with OECD (2023), which emphasizes the importance of involving all school actors in strategic planning to improve school effectiveness.

Interestingly, the study reveals a **contrast** between schools that actively involve education personnel and those that do not. In schools where personnel are invited to participate in regular planning meetings, observed synergy and mutual understanding between departments are significantly stronger. One participant from a high-performing school noted: *"Since we started involving our admin staff in weekly briefings, our logistics and class preparation have improved immensely."* In contrast, schools with rigid hierarchical structures tend to experience siloed workflows and lower staff motivation.

In terms of communication, many respondents expressed concern over the lack of structured dialogue between departments. The absence of regular forums or mechanisms for feedback has led





to misaligned goals, inefficient task distribution, and policy gaps. These challenges reflect the findings of Hidayat & Ramdani (2023), who stressed that weak communication leads to fragmented implementation and poor responsiveness to student needs.

Nonetheless, there are **exceptions** that highlight successful practices. Schools that established cross-functional teams and used digital communication platforms (e.g., WhatsApp groups or internal LMS messaging) reported smoother coordination. These institutions were better able to identify issues early, redistribute tasks flexibly, and maintain consistency in delivering learning services. This comparative insight suggests that school culture and leadership commitment to inclusivity play a key role in empowering educational personnel.

A major finding pertains to digital competence. Many education personnel still struggle with the use of digital learning platforms, thus slowing the school's ability to adapt to technological change. This supports the concern raised by the Ministry of Education and Culture (2023), which underscores that digital transformation in education depends heavily on the human resources' readiness. Schools with limited digital training often rely solely on teachers for tech-related tasks, overburdening them and causing bottlenecks in digital implementation.

However, comparative findings also show that structured and sustained training can dramatically improve this situation. Schools that provide periodic workshops on basic IT skills, use of LMS platforms, and digital tools for assessments reported increased competence and confidence among education personnel. As one staff member shared: *"I used to avoid anything digital, but after three trainings, I now help teachers set up Google Classroom and troubleshoot during exams."*

This divergence between schools that succeed and those that struggle reveals a critical factor: institutional investment in human resource development. The presence of professional development programs, combined with inclusive planning and effective communication channels, appears to differentiate high-performing schools from those facing stagnation.

While this study consolidates much of the existing literature, it also raises important critical questions. For instance, why do some school leaders still exclude educational personnel from strategic roles despite evidence of their contributions? Are there institutional or cultural barriers such as rigid bureaucracies or status hierarchies that prevent a more integrated model of collaboration? Further research is needed to explore these organizational dynamics.

In summary, this study confirms that the effective functioning of educational personnel extends beyond administrative duties. Their strategic empowerment, particularly in communication and digital readiness, is vital for schools aiming to adapt and thrive in the digital era. The evidence suggests that with the right support through training, inclusion, and open communication education personnel can serve not just as facilitators, but as active partners in shaping a modern, responsive, and inclusive learning environment.

To achieve this, education institutions must prioritize policies that (1) enhance collaboration through participatory decision-making, (2) invest in continuous capacity building, and (3) develop inclusive communication structures. These steps are essential not only to strengthen the professional culture within schools, but also to realize the long-term goal of equitable and quality education in the face of ongoing educational transformation.

## CONCLUSIONS

This study confirms that education personnel play a vital role in supporting a conducive learning environment, especially through administrative functions that ensure smooth school operations. However, their limited involvement in strategic decisions and collaboration with teachers and leaders hinders optimal synergy. Strengthening communication, improving digital competence, and involving them in school planning are crucial.

To address this, school leaders and policymakers should prioritize regular digital skills training, facilitate inclusive decision-making forums, and establish clear communication mechanisms. Empowering education personnel in these areas will enhance their contribution to innovative, effective, and future-ready learning environments.

## ACKNOWLEDGMENT

The author would like to thank all those who have provided support in the process of research and writing this article. Thank you to all respondents who have been willing to take the time to participate in this study.

## REFERENCES

- Abdurrohman, I. M. P., Mudana, I. W., & Margi, I. K. (2025). The role of the hidden curriculum in fostering tolerance: A case study of public high schools in Mataram City. *EduPij: Journal of Educational Research*, 15(1), Article e2025160. <https://doi.org/10.22521/edupij.2025.15.160>
- Afandi, M. (2020). *Educational management and a conducive learning environment*. Deepublish. <https://deepublishstore.com/>
- Arikunto, S. (2013). *Management of students and education personnel*. Rineka Cipta. <https://www.rinekacipta.com/>
- Asmani, J. M. (2011). *Tips for creating a conducive learning environment*. Diva Press. <https://divapress-online.com/>
- Bahri, S. (2018). The role of education staff in supporting the quality of learning. *Journal of Educational Administration*, 12(2), 99–107.
- Basri, H. (2020). Problems of educational institutions and their solutions in the digital era. *Journal of Education and Culture*, 25(3), 211–218.
- Darling-Hammond, L. (2020). The importance of a supportive learning environment. *Educational Leadership*, 77(8). <https://www.ascd.org/el>
- Department of National Education. (2008). *School-based quality improvement management*. Depdiknas. <https://www.kemdikbud.go.id/>
- Fitriyah, N. (2021). A learning environment that supports student achievement: Theoretical and empirical study. *Journal of Educational Psychology*, 19(1), 44–52.
- Hamid, S. (2019). Dynamics of educational problems and efforts to improve them. *Journal of Educational Science*, 15(1), 1–12.
- Hidayat, R., & Ramdani, M. (2023). The role of communication and collaboration in improving learning environment quality. *Journal of Education and School Management*, 15(2), 145–160.
- Ministry of Education and Culture of the Republic of Indonesia. (2023). *Report on digital transformation in education in Indonesia*. Kemendikbud. <https://www.kemdikbud.go.id/>



- Mohzana, M. F., & Fahrurrozi, A. (2025). Improving the performance of administrative staff: An analysis of evaluation and its implications in Mataram City high schools. *EduPij: Journal of Educational Research*, 15(1), Article e2025117. <https://doi.org/10.22521/edupij.2025.15.117> [files.eric.ed.gov/edupij.com+1edupij.com+1](https://files.eric.ed.gov/edupij.com+1edupij.com+1)
- Mulyasa, E. (2017). *School-based management*. Remaja Rosdakarya. <https://remajarosdakarya.co.id/>
- Ningsih, S. (2020). School environment and its influence on student learning outcomes. *Journal of Educational Studies*, 10(2), 75–83.
- OECD. (2023). *Effective school administration and its impact on learning outcomes*. OECD Publishing. [https://www.oecd-ilibrary.org/education/effective-school-administration-and-its-impact-on-learning-outcomes\\_abc123-en](https://www.oecd-ilibrary.org/education/effective-school-administration-and-its-impact-on-learning-outcomes_abc123-en)
- Sagala, S. (2010). *Educational strategic management*. Alfabeta. <https://alfabeta.co.id/>
- Sari, D. P., & Nugroho, A. (2022). Development of education staff competencies in the digital era. *Journal of Education and Technology*, 8(1), 67–79.
- Sugiyono. (2019). *Educational research methods: Quantitative, qualitative, and R&D approaches*. Alfabeta. <https://alfabeta.co.id/>
- Susanto, H. (2021). Synergy between education staff and teachers in improving education quality. *Journal of Educational Administration*, 12(3), 234–247.
- Yuwono, T. (2022). Analysis of the role of education staff in creating a conducive learning climate. *Journal of Educational Administration and Management*, 7(1), 33–42.