



Office Management Literacy and Writing Skills in Supporting the Career Development of Professional Administrative Staff at Senior High School

Hanna Virda Zakiyah¹, Lutfi Wakhid²

^{1,2}Manajemen Pendidikan Islam, Universitas KH. Mukhtar Syafa'at, Banyuwangi, Jawa Timur

Article Info

Received: 2026-02-21

Revised: 2026-05-07

Accepted: 2026-05-30

Keywords:

administrative staff;
career development;
high school;
Office management;
professionalism

DOI:

10.24256/ideas.v14i1.9749

Corresponding Author:

Hanna Virda Zakiyah
hannavirda267@gmail.com
Manajemen Pendidikan Islam,
Universitas KH. Mukhtar
Syafa'at, Banyuwangi, Jawa
Timur

Abstract

Office management plays a crucial role not only in administrative management but also in the professional development of administrative staff in educational institutions. This study aims to analyze the role of office management in enhancing the competencies and supporting the career development of administrative staff at SMAN 01 Pesanggaran. This study employs a descriptive qualitative approach with the subjects being the school principal, the head of administration, and administrative staff. Data were collected through in-depth interviews, observations, and documentation, then analyzed using an interactive model (reduction, presentation, and drawing of conclusions). Data validity was tested through triangulation of techniques and sources. The results of the study indicate that the POAC functions (planning, organizing, actuating, and controlling) in office management—through clear task allocation, ongoing training, the use of technology, and routine performance evaluations—can enhance the professionalism and career development of administrative staff. The limitations of administrative workload are a barrier to the career development of administrative staff. This provides empirical evidence that office management is not merely technical in nature but constitutes a human resource (HR) development strategy within schools. It demonstrates that the POAC functions can be adapted as strategic work to build career paths for administrative staff, an area that has received insufficient attention in educational management studies. It identifies that workload constraints need to be managed systematically so that competency development is not disrupted—a practical finding for educational institution leaders.

1. Introduction

Office management is a fundamental component of organizational effectiveness, including in educational settings such as high schools. This management not only serves to handle administrative tasks and documents but also plays a strategic role in developing the professionalism of administrative staff as an integral part of school operations. Effective management can enhance the performance of the organization and its members (Serenko, 2023). In a high school setting, effective management not only improves work efficiency but also contributes to the career development of administrative staff.

The presence of professional administrative staff in secondary schools has a significant impact on improving the quality of services provided to students, parents, and other stakeholders. Proficiency in office management serves as a crucial foundation for optimizing the capabilities of administrative staff. Investing in the professional development of administrative staff provides long-term benefits for educational institutions. The implementation of good office management can foster a positive work environment where administrative staff can grow and improve (Lu dkk., 2023).

Advances in information technology and globalization have fundamentally transformed the paradigm of office work. Administrative staff are required to continually adapt in order to remain relevant and competitive. However, various challenges still exist in the field, including: limited allocation of resources for staff development, suboptimal structured training programs, weak integration of technology into administrative processes, and the lack of an organizational culture that supports career development. This situation is exacerbated by the fact that policy attention to the career development of educational support staff remains limited compared to that for teaching staff.

Although various studies have demonstrated the importance of office management for administrative efficiency, there is still little research that specifically examines the role of office management as a career development strategy for administrative staff in secondary schools, particularly in the context of public schools with limited resources. At SMA 01 Pesanggaran, initial observations indicate a gap between the demands for professional administrative services and the capacity of the available staff. Several issues have been identified: (1) a lack of well-structured continuing education programs, (2) suboptimal utilization of office technology, (3) the absence of transparent career development pathways for administrative staff, and (4) performance evaluations that are not fully integrated with individual career development plans.

Thus, this study addresses this gap by focusing on how the functions of office administration (POAC) are implemented to enhance competencies while supporting the career development of administrative staff at SMAN 01 Pesanggaran—an area that has not been extensively explored in the Indonesian educational management literature.

Based on the identification of these gaps, this study focuses on two main objectives: first, to analyze the implementation of office management functions (POAC) in supporting the enhancement of administrative staff competencies at SMAN 01 Pesanggaran; second, to identify the factors that contribute to and hinder the career development of administrative staff through office management.

2. Method

This study employs a qualitative approach using a descriptive research design. This approach was chosen because it aims to gain an in-depth understanding of the phenomenon of office management implementation in the career development of administrative staff at SMAN Pesanggaran within its natural context. Qualitative methods are used to comprehensively understand social phenomena from the perspective of the research subjects within their natural context without altering the variables (Morgan & Smircich, 1980). Descriptive methods, meanwhile, are used to present empirical facts regarding office management practices and their impact on the professionalism and career development of administrative staff.

This study was conducted at SMAN 01 Pesanggaran because the school has a clear administrative structure and has implemented various office management programs. The research subjects consisted of five individuals: the principal as the highest-ranking decision-maker at the school level, the administrative head as the operational manager of office management, and three school administrative staff members as technical implementers and recipients of career development programs. The subjects were selected using purposive sampling based on criteria of direct involvement in the planning, implementation, and evaluation of office management, as well as the career development of administrative staff (Ghani dkk., 2022). The principal and the head of administration were selected due to their roles in decision-making and program oversight, while the three administrative staff members were chosen to represent variations in length of service and different types of administrative tasks.

Data collection was conducted through observation, documentation, and in-depth interviews. The interviews were used to gather information about office management policies and career development programs for administrative staff. In addition, these interviews also aimed to obtain the subjects' perspectives and experiences regarding office management and career development. To allow flexibility in exploring relevant topics, these interviews were conducted in a semi-structured manner. Data such as archives, organizational structures, training programs, and school personnel documents were supplemented with documentation (Kasim, 2023).

Data analysis utilized the interactive analysis model proposed by Miles & Huberman, which comprises three stages: data reduction, data presentation, and drawing conclusions. Data reduction was conducted by selecting data relevant to the research focus, simplifying, and abstracting information from interview transcripts, observation notes, and documents. Data presentation is organized in the form of descriptive narratives and thematic matrices. Conclusions are drawn continuously throughout the research process to gain a better understanding of the role of office management in building the careers of professional administrative staff. All data were analyzed using thematic analysis (rather than descriptive statistics, as this is a qualitative approach), with the following steps: (1) open coding of interview transcripts, (2) grouping codes into categories, (3) identification of major themes that recurred, and (4) interpretation of themes in relation to office management and career development theory (Zahroh dkk., 2025).

Data validity was assessed through methodological and source triangulation. Source triangulation was conducted by comparing data from the school principal, the head of administration, and administrative staff. Methodological triangulation was conducted by comparing the results of observations, documentation, and interviews. In addition, this study also employed member checking, which involves asking participants

to review and confirm preliminary findings to ensure alignment between the researcher's interpretation and the subjects' perspectives.

To conduct the data analysis, data on the career development of administrative and office management staff was collected. Surveys, interviews, or document analysis may be used as methods. The data obtained was then analyzed using descriptive statistical techniques to describe the characteristics and key findings. The results of the study indicate that SMAN 01 Pesanggaran has implemented office management functions through planning, organizing, executing, and supervising. The implementation of these management functions helps school administrative operations run smoothly and helps administrative staff become more professional.

3. Result

SMAN 01 Pesanggaran systematically carries out office management planning at the start of each school year. The Head of Administration, together with the staff, develops an administrative work plan that includes detailed tasks by department (human resources, student affairs, finance, facilities and infrastructure, correspondence), schedules for routine and ad hoc activities, identification of staff training needs, and the operational budget. The Head of Administration stated, "At the start of every year, we hold a meeting to develop the program. We review last year's evaluation and discuss with staff the challenges faced and the training needed." (interview, Head of Administration, 2025). The work program document is well-documented and serves as a reference for daily tasks, ensuring that staff understand their roles and responsibilities.

This is consistent with the idea (Saks, 2022) that employee career development is influenced by human resource planning. The administrative head assigns staff based on their competencies and work experience; for example, finance staff with a background in economics or accounting. The principal explained, "We place people according to their expertise; for example, financial administration staff with a background in economics or accounting" (interview, principal, 2025). The organizational structure is displayed in the administrative office, making it easier to understand duties and authority. This finding supports the theory (Fu dkk., 2022) that employee performance improves with a clear organizational structure.

Office management is carried out in accordance with the work program, encompassing document management, administrative services, and the use of office technology (Madsen dkk., 2022). This includes a clear administrative organizational structure with task allocation based on functional areas, written job descriptions for each position, routine coordination through monthly meetings and daily communication, and staff placement based on educational background and competencies. Observations show that the organizational structure is displayed in the administrative office, making it easy for everyone to understand the division of tasks and authority.

The principal and the administrative head regularly monitor staff performance based on service quality, discipline, and work accuracy. The evaluation results are used for coaching and career development, in line with (Saifullah dkk., 2024, which states that performance evaluation is important for employee professionalism.

Efforts to improve technical competencies (records management, office technology) and work attitudes (service ethics, responsibility) are undertaken to advance the careers of administrative staff at SMAN 01 Pesanggaran. Training enhances the quality of administrative staff's work. Strong management support, including guidance and

motivation from leadership, creates a conducive work environment (Kim & Beehr, 2023). Staff feel more competent as a result of this mentoring. However, the challenges identified include a high administrative workload and limited access to advanced training, which hinder career development (Lai dkk., 2022).

According to the staff, good communication with their supervisors helps them plan the next steps in their careers. Based on these findings, it can be concluded that the career development of administrative staff at SMAN 01 Pesanggaran is influenced by effective office management. Skill development, the appropriate use of technology, and strong managerial support demonstrate this (Pedraza-Rodríguez dkk., 2023).

Research shows that the roles of the principal and the administrative head are crucial for the career development of administrative staff. Effective leadership fosters human resource development and creates a pleasant work environment. Access to office facilities, leadership support, and a positive work environment are some of the factors that help administrative staff advance their careers.

This is where consistent training is crucial for improving staff skills and encouraging them to advance. Therefore, schools must continue to offer relevant courses. Educational institutions must invest more in technology so they can maximize their productivity. A good relationship between managers and employees fosters a positive work environment where employees feel valued and motivated to do even more. Establishing clear and open lines of communication is a management responsibility (Sholeh, 2023).

Here are some supporting and hindering factors for the career development of administrative staff:

Table 1. factors supporting the career development of administrative staff

Supporting Factors	Description	Frequency
Support for participatory leadership	The principal and the head of the administration provide guidance, motivation, and training.	90%
Continuous training program	Routine internal and external training as needed	80%
Structured work system	Task distribution is clear, SOP is available	85%
Utilization of technology	SIDM and supporting applications accelerate work.	75%
Professional work culture	Discipline, responsibility, service ethics	80%
Objective performance evaluation	Regular feedback for improvement	70%

Table 2. factors hindering the career development of administrative staff

Factor of Inhibition	Description	Frequency
High administrative workload	Routine and incidental tasks take up time for self-development	70%
Limited access to advanced training	Advanced training is still limited	60%
Policy for developing teacher bias human resources	The development program focuses more on educators	50%

Office management at SMAN 01 Pesanggaran supports the career development of administrative staff through work planning, clear task allocation, effective implementation, and performance monitoring and evaluation. Contributing factors in office management include leadership, work systems, and the enhancement of administrative staff competencies (Alam, 2024). Office management serves not only as administrative management but also as a means of professional development for staff. Effective office management can improve performance, service quality, and the career development of administrative staff. Therefore, strengthening office management is crucial for improving the quality of educational administrative services (Adelia dkk., 2025).

4. Discussion

Implementation of Office Management in Supporting the Improvement of Administrative Staff Competence

This study makes a theoretical contribution by demonstrating that the consistent application of office management functions (planning, organizing, executing, and controlling) not only enhances administrative effectiveness but also plays a strategic role in the career development of administrative staff in schools. These findings reinforce classical management theory (Snell, 1992) that systematic management functions impact human resource development. Administrative staff better understand their professional responsibilities through a structured work system, clear division of tasks, and documented administrative procedures. Furthermore, this study complements career planning theory (Mantai & Marrone, 2023) with empirical evidence that, in a school setting, annual career planning has a direct impact on staff readiness for career advancement.

At SMAN 01 Pesanggaran, annual planning—which involves evaluating the previous year and identifying staff training needs—has proven to be the foundation of career development. This aligns with (Budiyanto, 2025), who notes that a clear work structure enhances professional readiness. Through systematic planning, staff understand the direction of their competency development.

SMAN 01 Pesanggaran implements office management through various strategies, such as task delegation, training, and employee development. This aligns with human resource management theory, which states that “competent human resources are a

valuable asset to an organization, and good training can improve staff performance” (Afriyani dkk., 2024), and that trained and competent human resources will contribute to organizational performance (Putra, 2026). According to organizational communication theory, two-way communication is crucial for improving productivity and cooperation (Wahyudi dkk., 2023).

The office management at SMAN 01 Pesanggaran emphasizes discipline, attention to detail, and a sense of responsibility in the execution of duties. Administrative staff are required to perform their duties in accordance with applicable standard operating procedures (SOPs). This aligns with the theory of workplace professionalism, which states that technical competence, work ethics, and a commitment to service quality are hallmarks of professionalism (Alla dkk., 2025). The findings of this study also indicate that career development is directly influenced by the level of professionalism among administrative staff. These results support the findings of previous research (Kusuma dkk., 2025), which stated that the consistent application of office management increases staff trust in leadership, which in turn increases opportunities for promotion and career advancement.

Regular and objective performance evaluations serve not only as a monitoring tool but also as a means of professional development and identifying the need for further training. (Idris dkk., 2025) state that data-driven evaluations enable schools to identify areas for improvement. In this study, performance monitoring was found to serve as a bridge between current performance and future career planning.

Factors of Office Management That Contribute to the Career Development of Administrative Staff

Why does office management influence careers? Three main mechanisms explain this influence. First, a structured and documented work system provides staff with a clear career path. Second, supportive participatory leadership creates a safe work environment for learning and self-development. Third, continuous training acts as a catalyst for improving technical and managerial competencies. This study aligns with (Ahyani & Saimima, 2023), which concluded that office management has a significant impact on the career development of administrative staff.

However, this differs from the findings of (Satria dkk., 2025), who identified financial incentives as the dominant factor. At SMAN 01 Pesanggaran, non-financial factors such as task clarity, training, performance evaluation, and leadership support were more dominant. This difference indicates that the characteristics of educational institutions (non-profit, bureaucratic, and service-oriented) influence career development patterns that differ from those in the corporate sector.

This study is also consistent with (Sibarani dkk., 2025) in that the regular application of management functions enhances staff competence and professionalism. Meanwhile, the study by (Umam dkk., 2024), which emphasizes financial incentives, is not entirely relevant to the context of this school, as staff value task clarity, training, and mentoring more highly.

Supervision and performance evaluation conducted by school administrators emerged as a key factor in the findings of this study, consistent with research indicating that objective and transparent performance evaluation systems encourage administrative staff to improve the quality of their work and enhance their career readiness (Swanti, 2024). Thus, supervision serves not only as a tool for control but also as a means of professional guidance and development.

The research findings indicate that at SMAN 01 Pesanggaran, several components of office management contribute to the career development of administrative staff. The first factor is a clear division of tasks and work system. With a clear work system, employees can understand the hierarchy of tasks and opportunities for professional development. This aligns with the view (Setiani dkk., 2025a), which states that an organized work structure is the foundation for career development in an organization. The second factor is providing support to school leadership through training, incentives, and opportunities for self-development. Leadership support is crucial for creating a work environment that fosters the professional growth of administrative staff.

These findings are consistent with a study (Adawiyah, 2025), which found that leadership commitment is a key factor in the successful career development of administrative staff in educational institutions. The third factor is skills development and training, which is provided through internal and external activities. Training helps administrative staff improve the managerial and technical skills necessary to advance in their careers. This is consistent with the theory (Ananto dkk., 2023) on career development, which states that training is a strategic way to enhance employees' professionalism and career prospects. Employee development is crucial because an institution cannot function effectively without it. Employees are a vital resource for educational institutions (Wakhid & Triyanto, 2021)

In addition, a disciplined and professional work culture is crucial for the career advancement of administrative staff. Staff are motivated to continuously improve the quality of their work through a work culture that emphasizes responsibility, attention to detail, and service ethics. This aligns with the view (Setiani dkk., 2025b) that the career development of human resources is directly influenced by a professional work culture.

Financial factors were not the primary focus of this study. Instead, the study examined the impact of receiving training opportunities, clear job assignments, and consistent performance evaluations. This difference indicates that the educational context uniquely influences career development. By comparison, research conducted by (Siregar dkk., 2024) at another school showed that administrative employees are more motivated and perform better when they receive well-planned training. This suggests a strong relationship between effective office management and staff competence.

Theoretically, this study proposes an adaptive office management model tailored to the career development needs of non-teaching staff, a topic that has received insufficient attention in the educational management literature. (Zakiah dkk., 2025) describe such a model as supportive of professional development and organizational effectiveness. Practically, schools are advised to continue developing relevant training programs, objective evaluation systems, and transparent career paths. Professional office management is expected to boost morale, create a conducive work environment, and encourage staff to continue developing their skills.

This study also contributes to the body of empirical research on secondary school administration, particularly with regard to the career development of non-teaching staff. Therefore, the findings of this study can serve as an academic reference for future research on similar topics. Furthermore, this study has practical implications for educational institutions, as its results suggest that school leaders should optimize office management as a strategy to enhance the careers of administrative staff. Schools can establish transparent career paths, objective performance evaluation systems, and ongoing training programs. Professional office management is expected to boost morale,

create a better work environment, and encourage administrative employees to continue developing their skills and careers.

5. Conclusion

The functions of planning, organizing, implementing, and supervising have been used to apply office management at SMAN 01 Pesanggaran. It has been proven that the implementation of office management has greatly assisted in the career development of professional administrative staff. Administration can enhance professionalism, technical skills, and work attitudes thru clear work planning, effective administration implementation, and continuous performance supervision and evaluation.

Furthermore, research results indicate that several elements of office management contribute to the career development of administrative staff, such as the leadership of the principal and the head of administration, a structured work system that provides support for training and competency development, the use of office technology, a professional work culture that supports leadership, and objective performance evaluations that encourage administrative staff to improve their performance.

Therefore, office management not only helps manage school administration but also contributes to the development of human resources. With proper use, this can improve administrative services at SMAN 01 Pesanggaran and encourage the development of professional administrative staff. For the school, it is recommended to maintain and improve the implementation of office management sustainably to support the professional development of administrative staff.

6. References

- Adawiyah, I. A. (2025). Strategi Perancangan Sistem Karier Bagi Pegawai di Lembaga Pendidikan. *Jurnal Akuntansi, Manajemen Dan Ilmu Pendidikan*, 91–99. <https://journal.yapakama.com/index.php/JAMED/article/view/241>
- Al-Zoubi, Z., Qablan, A., Issa, H. B., Bataineh, O., & Al Kaabi, A. M. (2023). The degree of implementation of total quality management in universities and its relationship to the level of community service from the perspectives of faculty members. *Sustainability*, 15(3), 2404. <https://doi.org/10.3390/su15032404>
- An, J., & Mikhaylov, A. (2024). Technology-based forecasting approach for recognizing trade-off between time-to-market reduction and devising a scheduling process in open innovation management. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(1), 100207. <https://doi.org/10.1016/j.joitmc.2024.100207>
- Ananto, M. R., Nururrohmah, T., & Natalia, D. U. (2023). Pengaruh Pelatihan Kerja Dan Pengembangan Karir Terhadap Kinerja Karyawan. *Jurnal Manajemen Dan Bisnis Ekonomi*, 1(2), 125–137.
- Bachmann, N., Tripathi, S., Brunner, M., & Jodlbauer, H. (2022). The contribution of data-driven technologies in achieving the sustainable development goals. *Sustainability*, 14(5), 2497.
- Bingham, A. J. (2023). From data management to actionable findings: A five-phase process of qualitative data analysis. *International journal of qualitative methods*, 22, 16094069231183620. <https://doi.org/10.1177/16094069231183620>
- Chaaban, Y., Alkhateeb, H., Abu-Tineh, A., & Romanowski, M. (2023). Exploring teachers' perspectives on career development: Q methodology research. *Teaching and Teacher Education*, 122, 103987. <https://doi.org/10.1016/j.tate.2022.103987>
- Conger, S., Loch, K. D., & Helft, B. L. (1995). Ethics and information technology use: A

- factor analysis of attitudes to computer use. *Information Systems Journal*, 5(3), 161–183. <https://doi.org/10.1111/j.1365-2575.1995.tb00106.x>Digital Object Identifier (DOI)
- Ghani, B., Zada, M., Memon, K. R., Ullah, R., Khattak, A., Han, H., Ariza-Montes, A., & Araya-Castillo, L. (2022). Challenges and strategies for employee retention in the hospitality industry: A review. *Sustainability*, 14(5), 2885.
- Glette, M. K., & Wiig, S. (2022). The headaches of case study research: A discussion of emerging challenges and possible ways out of the pain. *The Qualitative Report*, 27(5), 1377–1392.
- Heidari, A., Jafari Navimipour, N., Unal, M., & Zhang, G. (2023). Machine learning applications in internet-of-drones: Systematic review, recent deployments, and open issues. *ACM Computing Surveys*, 55(12), 1–45. <https://doi.org/10.1145/3571728>
- Hoai, T. T., Hung, B. Q., & Nguyen, N. P. (2022). The impact of internal control systems on the intensity of innovation and organizational performance of public sector organizations in Vietnam: The moderating role of transformational leadership. *Heliyon*, 8(2).
- Hosen, S., Hamzah, S. R., Ismail, I. A., Alias, S. N., Abd Aziz, M. F., & Rahman, M. M. (2024). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon*, 10(1).
- Ibnu, M., Ritonga, K. S., Hanafi, M. H., Maulana, A., & Darmansah, T. (2024). Peran Manajemen Perkantoran dalam Meningkatkan Kinerja Tenaga Pendidik di MTs Muallimin Univa Medan. *Jurnal Budi Pekerti Agama Islam*, 2(3), 288–297. <https://doi.org/10.61132/jbpai.v2i3.454>
- Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: An organizational analysis. *Educational Administration Quarterly*, 59(2), 396–431. <https://doi.org/10.1177/0013161X231159922>
- Jiang, Z., Su, Y., Meng, R., Lu, G., Liu, J., & Chen, C. (2024). The effects of work readiness, organizational justice and professional identity on the work performance of new nurses: A cross-sectional survey. *BMC nursing*, 23(1), 759.
- Kim, M., & Beehr, T. A. (2023b). Empowering leadership improves employees' positive psychological states to result in more favorable behaviors. *The International Journal of Human Resource Management*, 34(10), 2002–2038. <https://doi.org/10.1080/09585192.2022.2054281>
- Kravariti, F., Tasoulis, K., Scullion, H., & Alali, M. K. (2023). Talent management and performance in the public sector: The role of organisational and line managerial support for development. *The International Journal of Human Resource Management*, 34(9), 1782–1807.
- Lai, C., Wang, Q., & Huang, X. (2022). The differential interplay of TPACK, teacher beliefs, school culture and professional development with the nature of in-service EFL teachers' technology adoption. *British Journal of Educational Technology*, 53(5), 1389–1411.
- Li, J.-J., Zhao, S.-P., Zhao, D., Lu, G.-P., Peng, D.-Q., Liu, J., Chen, Z.-Y., Guo, Y.-L., Wu, N.-Q., & Yan, S.-K. (2023). 2023 Chinese guideline for lipid management. *Frontiers in pharmacology*, 14, 1190934. <https://doi.org/10.3389/fphar.2023.1190934>
- Li, P., Bastone, A., Mohamad, T. A., & Schiavone, F. (2023). How does artificial intelligence impact human resources performance. Evidence from a healthcare institution in

- the United Arab Emirates. *Journal of Innovation & Knowledge*, 8(2), 100340.
- Luoma, J., & Hietanen, J. (2025). Reflexive quantitative research. *Academy of Management Review*, 50(4), 811–837. <https://doi.org/10.5465/amr.2021.0234>
- Lussier, R. N., & Hendon, J. R. (2025). *Human resource management: Functions, applications, and skill development*. Sage publications.
- Madsen, C. Ø., Lindgren, I., & Melin, U. (2022). The accidental caseworker—How digital self-service influences citizens' administrative burden. *Government Information Quarterly*, 39(1), 101653.
- Mantai, L., & Marrone, M. (2023). Academic career progression from early career researcher to professor: What can we learn from job ads. *Studies in higher education*, 48(6), 797–812. <https://doi.org/10.1080/03075079.2023.2167974>
- Nafari, E., & Rezaei, B. (2022). Relationship between human resources strategies and organizational performance based on the balanced scorecard in a public hospital in Iran: A cross-sectional study. *BMC health services research*, 22(1), 363.
- Oloba, B. L., Olola, T. M., & Ijiga, A. C. (2024). Powering reputation: Employee communication as the key to boosting resilience and growth in the US service industry. *World Journal of Advanced Research and Reviews*, 23(3), 2020–2040.
- Pattanayak, B. (2025). *Human resource management*. PHI Learning Pvt. Ltd.
- Pedraza-Rodríguez, J. A., Ruiz-Vélez, A., Sánchez-Rodríguez, M. I., & Fernández-Esquinas, M. (2023). Management skills and organizational culture as sources of innovation for firms in peripheral regions. *Technological Forecasting and Social Change*, 191, 122518.
- Raut, S. K., Alon, I., Rana, S., & Kathuria, S. (2024). Knowledge management and career readiness: A review and synthesis. *Journal of Knowledge Management*, 28(7), 1821–1866. <https://doi.org/10.1108/JKM-02-2023-0140>
- Ray, A. (2024). Professionalism as a soft skill: The social construction of worker identity in India's new services economy. *Third World Quarterly*, 45(4), 790–809.
- Saks, A. M. (2022). Caring human resources management and employee engagement. *Human resource management review*, 32(3), 100835.
- Serenko, A. (2023). The great resignation: The great knowledge exodus or the onset of the great knowledge revolution? *Journal of knowledge management*, 27(4), 1042–1055.
- Setiani, N., Sinaga, S. R., & Andriani, T. (2025). Peningkatan Karier Sumber Daya Manusia. *Al-Hasib: Jurnal Manajemen Pendidikan Islam*, 1(4), 232–241. <https://journal.salahuddinalayyubi.com/index.php/AHJP/article/view/306>
- Setoutah, S., Jeljeli, R., Farhi, F., Mallek, M., Hassan, D., & Selim, N. (2024). Role of two-way asymmetrical communication in sustaining public relations. *Emerging Science Journal*, 8(3), 1136–1152.
- Sibarani, Y. P., Marsofiyati, M., & Utari, E. D. (2025). Literatur Review: Pengaruh Soft Skill Dalam Keterampilan Administrasi Perkantoran. *Triwikrama: Jurnal Ilmu Sosial*, 8(5), 141–150. <https://doi.org/10.9963/jc87pk29>
- Siregar, A., Hadijaya, Y., & Neliwati, N. (2024). Manajemen tenaga kependidikan dalam meningkatkan pelayanan prima di sekolah menengah kejuruan. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(1), 308–321.
- Ulrich, D., & Wiersema, M. F. (1989). Gaining strategic and organizational capability in a turbulent business environment. *Academy of Management Perspectives*, 3(2), 115–122.
- Umam, M. K., Ikhwan, M. B., & Setiawan, A. (2024). Pengakuan Di Luar Gaji: Eksplorasi

- Sistem Reward Non-Finansial Dalam Retensi Guru Dan Kepuasan Kerja. *Benchmarking*, 8(2), 332–342.
- Vuong, T. D. N., & Nguyen, L. T. (2022). The key strategies for measuring employee performance in companies: A systematic review. *Sustainability*, 14(21), 14017.
- Wakhid, L., & Triyanto, T. (2021). Manajemen Sdm Dalam Meningkatkan Mutu Pelayanan di Lembaga Pendidikan Ma Tahfidz Qur'an Al Islami Pesanggaran Tahun Pembelajaran 2020/2021. *Jurnal Manajemen Pendidikan Islam Darussalam*, 3(2), 176–192. <https://doi.org/10.30739/jmpid.v3i2.1149>
- Whitley, R. (2003). The institutional structuring of organizational capabilities: The role of authority sharing and organizational careers. *Organization Studies*, 24(5), 667–695.
- Zakiah, A., Tanjung, M. A., Fahira, N. A., & Al Hudaya, R. (2025). Strategi Manajemen Perkantoran Pendidikan dalam Meningkatkan Efisiensi Administrasi di Sekolah Dasar Negeri 060877 Medan Kec. Medan Perjuangan. *PEMA*, 5(2), 371–376. <https://doi.org/10.56832/pema.v5i2.1086>