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Administrative Administration in Improving the Quality of the Teaching and Learning Process at Letris Bintaro Vocational High School

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A B S T R A C T

Vocational High Schools (SMK) face increasingly complex challenges due to the demands for integration between education and industry. However, improving the quality of education is often focused on teacher performance in the classroom, while the strategic role of school administration is often overlooked. This study aims to analyze the role of Administrative Administration (TU) in improving the quality of the Teaching and Learning Process (PBM) at SMK Letris Bintaro by integrating Henry Fayol's management theory and Ralph Tyler's curriculum model. This study uses a descriptive qualitative approach with a case study method. Data were collected through in-depth interviews, passive participant observation, and documentation studies involving the principal, the Head of Administration, administrative staff, and teachers. The results show that the application of Fayol's management functions, particularly organizing, division of labor, and the principle of order, improves the efficiency of academic services. TU administration also plays a significant role in supporting the components of Tyler's model, particularly in providing learning experiences, organizing facilities, and ensuring the accuracy of evaluations. Orderly and responsive administrative services have been shown to reduce the administrative burden on teachers, thereby supporting improved learning quality.

1. Introduction

Education is the primary foundation for developing quality human resources. At the Vocational High School (SMK) level, education is oriented not only toward theoretical knowledge but also toward developing work skills relevant to the needs of the business and industrial world (DUDI). Therefore, vocational schools are required to implement effective, focused, and sustainable teaching and learning processes (PBM) so that graduates possess competencies aligned with current

demands. The quality of PBM is influenced not only by classroom instruction but also by the readiness of school management systems that support learning activities. Recent studies emphasize that learning quality is closely related to school management, teacher performance, infrastructure, and educational support systems (Awari et al., 2026; Wahyuningsih et al., 2026).

As educational dynamics become increasingly complex, vocational schools face challenges not only in pedagogical aspects but also in organizational management. SMK Letris Bintaro, as a vocational educational institution, is expected to produce competent graduates through quality PBM supported by professional and integrated school management. However, efforts to improve educational quality often focus more on teacher performance in the classroom, while the role of administrative support systems receives less attention. In fact, administrative services provide the operational foundation for learning activities, academic data management, facility readiness, and teacher support.

Administrative administration is frequently viewed only as a technical unit responsible for recording, archiving, and correspondence management. In reality, it plays a strategic role in coordinating information services and supporting the integration of school components. Poorly organized administration may lead to delays in academic services, weak coordination of learning programs, and increased administrative burdens on teachers, ultimately affecting the quality of PBM. Studies on educational service management show that school quality depends on effective service systems, organized resources, and responsive institutional management (Emakulata et al., 2026; Putri & Sutapa, 2026).

This study uses Henry Fayol's management theory as a conceptual framework. Fayol (1949) emphasized that organizational success is determined by management's ability to carry out planning, organizing, commanding, coordinating, and controlling. In the context of school administration, these principles can create orderly work systems, clear task distribution, efficient academic services, and accountable supervision. At SMK Letris Bintaro, the Administrative Affairs unit supports academic services, manages school documents, coordinates facilities, and ensures effective administrative procedures. Therefore, school administration should not be viewed merely as a clerical function, but also as a managerial component contributing to the effectiveness of school operations.

In addition to managerial aspects, learning quality is influenced by the alignment between learning objectives, learning experiences, and evaluation. Ralph Tyler's curriculum model provides a systematic framework focused on educational objectives, learning experiences, organization, and evaluation (Tyler, 1949). In vocational schools, the implementation of this model requires strong administrative support because learning activities depend on laboratory schedules, practice equipment, student data, and evaluation documents. Thus, effective curriculum implementation cannot be separated from organized and responsive administrative management.

Previous studies indicate that educational administration includes information management, academic services, facility coordination, and communication between school units (Aryani, 2023; Bararah, 2020). Administrative support also enables teachers to focus on developing students' learning experiences because academic data, schedules, and educational facilities are managed effectively (Budiutomo, 2015; Fitriah, 2019). Furthermore, school management and instructional support systems contribute to improving learning quality by strengthening institutional coordination and teacher performance (Artati et al., 2026; Wahyuningsih et al., 2026). Effective communication among administrative staff, teachers, and school leaders is equally important because it supports coordination and responsiveness to learning needs (Handayani, 2011; Malik, 2014).

Technological developments further require school administration to become more adaptive. Digital-based administrative systems are increasingly important in supporting modern learning because they improve the speed, accuracy, and accessibility of academic services. Research shows that management information systems contribute to educational service quality through better data management and institutional coordination (Putri & Sutapa, 2026; Supriyadi & dkk., 2023). For SMK Letris Bintaro, which is developing digital-based administrative management, this issue is highly relevant because digitalization can strengthen administrative efficiency and support learning quality.

Supporting services such as facility management, student data administration, and academic documentation are also essential in vocational education, where learning activities depend heavily on laboratories, practice rooms, equipment, and organized schedules. Effective management of these resources contributes directly to educational quality and learning effectiveness (Yuliani, 2018; Zumrotun et al., 2026). Therefore, administrative administration should be considered an integral part of the educational quality assurance system. Although many studies have discussed educational administration, most focus on bureaucratic efficiency or general school management. Research specifically linking administrative administration to improving teaching and learning quality through the integration of Henry Fayol's management functions and Ralph Tyler's curriculum model remains limited. This study attempts to fill this gap by examining the role of administrative administration in improving PBM quality at SMK Letris Bintaro. By integrating Fayol's managerial perspective and Tyler's curriculum perspective, this study offers a more comprehensive framework for understanding how administrative order supports curriculum implementation and learning quality.

Based on this background, the research questions are: (1) how does the implementation of Henry Fayol's management functions in administrative administration improve the efficiency of academic services at SMK Letris Bintaro? (2) to what extent does administrative administration support the components of Ralph Tyler's curriculum model in realizing quality teaching and learning? and (3) what is the ideal form of integration between administrative management and the learning process at SMK Letris Bintaro? Accordingly, this study aims to analyze the implementation of Fayol's management functions in the Administrative Affairs unit and evaluate the contribution of administrative services in supporting PBM

quality based on Tyler's curriculum framework. The findings are expected to contribute theoretically to the integration of management and curriculum theories in educational administration research and practically to strengthening school administrative management as a strategic partner in curriculum implementation and educational quality improvement.

2. Methodology

This study used a descriptive qualitative approach with a case study method. The qualitative approach was selected because the research aimed to understand in depth the role of administrative administration in improving the quality of the teaching and learning process at SMK Letris Bintaro. The study focused on the meanings, perceptions, and experiences of school stakeholders, especially the Principal, Head of Administration, administrative staff, and teachers. The case study method was used because the research examined one specific unit of analysis, namely the Administrative Affairs unit at SMK Letris Bintaro, in relation to Henry Fayol's management functions and Ralph Tyler's curriculum model.

The research was conducted at SMK Letris Bintaro, South Tangerang City. The location was selected purposively because the school has been developing digital-based administrative management, making it relevant for studying administrative practices that support the quality of teaching and learning. The research informants were selected using purposive sampling, consisting of the Principal, the Head of Administration, administrative staff, and three subject teachers. These informants were chosen because they were directly involved in school administration, academic services, and the teaching and learning process.

Instrument

The main instrument in this qualitative research was the researcher herself as the human instrument. The researcher acted as the planner, data collector, analyst, interpreter, and reporter of the research findings. To support the research process and ensure consistency in data collection, several supporting instruments were used, namely interview guidelines, observation sheets, documentation checklists, voice recorders, and cameras. The interview guideline was developed based on Henry Fayol's management functions and Ralph Tyler's curriculum model. Fayol's theory was used to explore administrative practices related to planning, organizing, commanding, coordinating, and controlling. Meanwhile, Tyler's model was used to examine how administrative services support learning objectives, learning experiences, organization of learning activities, and evaluation.

The interview questions were arranged according to the role of each informant. For the Principal, the questions focused on school policy, quality targets, administrative supervision, and the relationship between administrative services and teaching quality. For the Head of Administration, the questions focused on administrative planning, division of work, coordination, data management, and supervision. For teachers, the questions focused on how administrative services support lesson

planning, classroom activities, laboratory use, scheduling, and student evaluation. For administrative staff, the questions focused on daily tasks, document management, filing systems, academic services, and the use of digital administrative systems. Examples of the interview question matrix for each informant category are presented in Table 1.

Table 1. Interview Guideline Matrix Based on Informant Categories

Informant	Focus of Questions	Example Questions
Principal	Policy and supervision	How does the school determine the target quality of the teaching and learning process? How does the Principal supervise administrative performance?
Head of Administration	Fayol's management functions	How is administrative planning conducted at the beginning of the semester? How are tasks divided among administrative staff?
Teachers	Administrative support for PBM	How do administrative services help teachers prepare learning documents? How does the availability of facilities affect classroom or laboratory learning?
Administrative Staff	Technical administrative practices	How are student and teacher documents managed? What digital systems are used to support administrative services?

The observation sheet was used to record field conditions related to administrative services, including the clarity of the organizational structure, service flow, document filing, staff interaction with teachers, use of digital systems, and readiness of classrooms or laboratories. The documentation checklist was used to identify and verify relevant school documents, such as the organizational structure, task division decree, administrative SOP, academic calendar, lesson schedule, inventory list, and student evaluation documents.

Data Collection

Data were collected through three techniques: in-depth interviews, passive participant observation, and documentation studies. First, in-depth interviews were conducted with the Principal, Head of Administration, administrative staff, and teachers. The interviews used a semi-structured format, meaning that the researcher prepared guiding questions but still allowed flexibility to explore additional information during the interview. This technique was used to obtain detailed information about administrative planning, division of work, coordination, academic services, facility support, and the role of administration in supporting the teaching and learning process.

Second, passive participant observation was conducted in the administration office, classrooms, and relevant school facilities. The researcher observed administrative activities without directly participating in them. The observation focused on how administrative staff served teachers, how documents were managed, how student data were processed, how administrative service flow was implemented, and how learning facilities were prepared to support classroom and laboratory activities.

Third, documentation studies were conducted by collecting and reviewing official school documents. The documents included the school profile, vision and mission, organizational structure of the Administrative Affairs unit, task division decree, standard operating procedures, academic calendar, lesson schedule, inventory records, teacher learning documents, and student evaluation reports. These documents were used to support, compare, and verify the data obtained from interviews and observations. The use of these three techniques allowed the researcher to obtain comprehensive data from different sources. Interviews provided information based on informants' experiences and perceptions, observations provided direct evidence of administrative practices, and documentation provided formal written evidence related to school administration.

Data Analysis

The data were analyzed using the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing or verification. The first stage was data reduction. In this stage, the researcher selected, summarized, and focused the data relevant to the research objectives. Data related to Henry Fayol's management functions, such as planning, organizing, commanding, coordinating, and controlling, were grouped according to their themes. Data related to Ralph Tyler's curriculum model, such as learning objectives, learning experiences, organization of learning activities, and evaluation, were also classified to identify how administrative services contributed to the teaching and learning process. The second stage was data display. The reduced data were presented in the form of descriptive narratives, tables, or matrices. This stage helped the researcher identify patterns and relationships between administrative management and learning quality. For example, data on task division in the Administrative Affairs unit were connected with the efficiency of academic services, while data on facility management were connected with the quality of students' learning experiences.

The third stage was conclusion drawing and verification. In this stage, the researcher interpreted the findings, identified recurring patterns, and verified the consistency of the data. The conclusions were not drawn from one source only, but were checked through triangulation. Source triangulation was conducted by comparing information from the Principal, Head of Administration, administrative staff, and teachers. Technique triangulation was conducted by comparing interview results, observation findings, and school documents. Through this process, the study aimed to produce credible and reliable findings regarding the role of administrative administration in improving the quality of the teaching and learning process at SMK Letris Bintaro.

3. Results and Discussion

This section presents the results and discussion of the study in an integrated manner. The presentation is organized into four sub-sections, namely the implementation of Henry Fayol's management functions in administrative affairs, administrative

support for Ralph Tyler's curriculum components, the relationship between administrative services and the quality of the teaching and learning process, and the integration of Fayol's management functions with Tyler's curriculum model. The findings were obtained through in-depth interviews, passive participant observation, and documentation studies involving the Principal, the Head of Administration, administrative staff, and subject teachers at SMK Letris Bintaro. In accordance with the focus of this research, the discussion does not merely describe administrative activities as technical tasks, but interprets them as strategic managerial practices that influence the quality of learning. The use of tables in this section aims to summarize the main observations so that the explanation can focus on the importance, meaning, and implications of the findings. Therefore, the discussion emphasizes why and how administrative administration contributes to learning quality, rather than repeating all information already presented in the tables.

Implementation of Henry Fayol's Management Functions in Administrative Affairs

The implementation of Henry Fayol's management functions in the Administrative Affairs unit at SMK Letris Bintaro demonstrates that administrative management plays an important role in supporting the effectiveness of academic services and the quality of teaching and learning activities. The findings indicate that the functions of planning, organizing, commanding, coordinating, and controlling have been implemented systematically to support school operations and educational services, as presented in Table 2.

Table 2. Implementation of Henry Fayol's Management Functions in Administrative Affairs

Management Function	Main Finding at SMK Letris Bintaro	Contribution to Academic Services
Planning	Administrative planning is conducted through coordination meetings at the beginning of the academic year.	Supports the preparation of learning facilities, administrative documents, and academic service needs.
Organizing	Administrative tasks are divided into specific areas such as Dapodik, student affairs, infrastructure, and documentation.	Creates clearer job responsibilities and improves the efficiency of academic services.
Commanding	The Head of Administration provides daily direction and technical instructions to administrative staff.	Ensures that staff work according to school service standards and institutional priorities.
Coordinating	Administrative staff coordinate with teachers and school leaders regarding student data, schedules, facilities, and academic needs.	Reduces schedule conflicts and supports the smooth implementation of teaching and learning activities.
Controlling	Supervision is conducted through document checking, attendance monitoring, and evaluation of administrative service flow.	Maintains data accuracy, document order, and administrative accountability.

Source: Research findings based on thesis data, 2026.

The findings in Table 2 show that the Administrative Affairs unit at SMK Letris Bintaro has implemented Henry Fayol's management functions in a practical and functional manner. The planning function is reflected in the preparation of administrative needs before the academic year begins, especially through coordination meetings involving school leaders and related units. The organizing function appears in the division of tasks among administrative staff according to specific areas of responsibility, such as student data, Dapodik, infrastructure, and document management.

This division of work enables each staff member to understand their duties more clearly and prevents overlapping responsibilities. The commanding function is shown through the role of the Head of Administration in providing instructions, guidance, and direction to staff in daily administrative services. Coordination also plays an important role because administrative affairs are closely related to teachers' needs, student data, learning schedules, and facility readiness. Meanwhile, the controlling function helps ensure that documents, attendance records, and academic data remain accurate and orderly.

These findings indicate that Fayol's classical management theory remains relevant in explaining administrative practices in modern school organizations. Although Fayol's theory was originally developed in the context of industrial management, its functions can still be applied to educational institutions because schools also require planning, task distribution, leadership direction, coordination, and supervision. In the context of SMK Letris Bintaro, the implementation of these functions helps create administrative order that supports academic service efficiency. The most dominant findings are seen in organizing and controlling, because clear task distribution and regular supervision directly affect the speed and accuracy of administrative services. This is important because vocational schools require strong administrative support for schedules, laboratories, facilities, student records, and evaluation documents. Therefore, the Administrative Affairs unit should not be understood merely as a clerical unit, but as a managerial system that maintains the operational stability of the school and supports the effectiveness of the teaching and learning process.

The implementation of Fayol's management functions also addresses the first research problem, namely how the Administrative Affairs unit applies management functions to improve academic service efficiency at SMK Letris Bintaro. The findings suggest that administrative efficiency is achieved not only through individual staff performance, but also through a structured management system. When planning is conducted properly, the school can anticipate academic and operational needs before problems occur. When organizing is clear, staff can work according to their specialization and reduce delays in service delivery. When coordination is effective, teachers and administrative staff can communicate more easily regarding learning needs, room use, and student data. When controlling is implemented consistently, errors in documents and academic records can be minimized. Thus, administrative management becomes an important foundation for improving the quality of school services and supporting learning activities in a more systematic way.

Administrative Support for Ralph Tyler's Curriculum Components

Administrative administration also supports the implementation of Ralph Tyler's curriculum components, including learning objectives, learning experiences, organization of learning activities, and evaluation. The findings indicate that administrative services contribute to the management of academic data, learning facilities, scheduling systems, and evaluation documents, which collectively support the effectiveness of teaching and learning activities. The integration between curriculum implementation and administrative support identified in this study is presented in Table 3.

Table 3. Administrative Support for Ralph Tyler's Curriculum Components

Tyler's Curriculum Component	Administrative Support Identified in the Study	Impact on Teaching and Learning Quality
Learning Objectives	Administrative data support the preparation of academic programs, student records, and teacher planning.	Helps teachers understand student conditions and align learning targets with school academic goals.
Learning Experiences	Administrative affairs support the availability of classrooms, laboratories, practice tools, and learning facilities.	Enables students to experience more effective, practical, and vocationally relevant learning activities.
Organization of Learning Experiences	Lesson schedules, room use, and laboratory arrangements are managed through administrative coordination.	Ensures that learning activities are organized, sequential, and free from technical conflicts.
Evaluation	Administrative staff assist in managing student scores, attendance, academic reports, and evaluation documents.	Supports accurate, timely, and accountable evaluation of student learning outcomes.

Source: Research findings based on thesis data, 2026.

Table 3 demonstrates that administrative administration at SMK Letris Bintaro supports the main components of Ralph Tyler's curriculum model. The contribution of administration begins with the provision of academic and student data that help teachers prepare learning objectives more accurately. In Tyler's model, learning objectives are the starting point of curriculum development, and these objectives require reliable information about students, school programs, and academic needs. Administrative affairs also support learning experiences by ensuring the availability of classrooms, laboratories, facilities, and practice equipment. This support is particularly important in vocational education because students' learning experiences are not limited to theoretical instruction but also involve practical activities that require physical facilities and technical preparation. In addition, the organization of learning experiences is supported through the management of schedules, rooms, and laboratory use. The evaluation component is also strengthened by administrative assistance in managing attendance, grades, academic reports, and student evaluation documents.

The significance of these findings lies in the connection between curriculum implementation and administrative readiness. Ralph Tyler's curriculum model emphasizes four essential questions: what objectives should be achieved, what

learning experiences should be provided, how those experiences should be organized, and how learning outcomes should be evaluated. The findings of this study show that each of these curriculum components requires administrative support. Learning objectives require accurate student and academic data, learning experiences require facilities and infrastructure, organized learning requires schedule and room management, and evaluation requires reliable documentation. Without administrative order, curriculum implementation may face technical obstacles that reduce the effectiveness of learning. Therefore, administrative affairs function as a bridge between curriculum design and classroom practice. In the case of SMK Letris Bintaro, the Administrative Affairs unit helps transform curriculum plans into learning activities by providing the data, facilities, and documents needed by teachers and students.

These findings answer the second research problem, namely the extent to which administrative administration supports the components of Ralph Tyler's curriculum model in creating quality teaching and learning. The results indicate that administrative support is not peripheral, but central to curriculum implementation. Teachers may have well-designed lesson plans, but the effectiveness of those plans depends on whether student data are available, learning facilities are ready, schedules are organized, and evaluation documents are accurate. This is especially relevant in vocational schools, where learning quality is strongly influenced by the availability of laboratories, practice equipment, and structured learning sequences. The findings also show that administrative services help reduce the gap between curriculum expectations and classroom realities. Thus, the role of administrative administration should be recognized as part of curriculum support, because it enables learning objectives, learning experiences, organization, and evaluation to operate effectively in the school environment.

Relationship Between Administrative Services and Teaching-Learning Quality

The relationship between administrative services and the quality of the teaching and learning process can be seen through several administrative support areas, including student data management, facility coordination, academic scheduling, teacher administrative support, and evaluation administration, as presented in Table 4.

Table 4. Relationship Between Administrative Services and Teaching-Learning Quality

Administrative Service Area	Observed Condition	Relevance to Teaching and Learning Process
Student Data Management	Student data are managed through administrative records and digital systems.	Helps teachers monitor student attendance, academic progress, and learning needs.
Facility and Infrastructure Management	Learning facilities and practice tools are recorded, prepared, and monitored by administrative units.	Supports practical learning, especially in vocational subjects that require laboratory activities.
Academic Scheduling	Class schedules, room use, and laboratory arrangements are coordinated administratively.	Prevents overlapping activities and supports continuity in the learning process.

Teacher Administrative Support	Teachers receive assistance related to documents, academic reports, and learning support data.	Reduces teacher workload and increases focus on instructional preparation and student guidance.
Evaluation Administration	Student scores, attendance, and academic reports are documented systematically.	Supports reliable evaluation and academic decision-making by teachers and school leaders.

Source: Research findings based on thesis data, 2026.

The findings in Table 4 show that administrative services are closely related to the quality of the teaching and learning process at SMK Letris Bintaro. Student data management helps teachers obtain information about attendance, academic progress, and student learning needs. Facility and infrastructure management supports practical learning because vocational education requires classrooms, laboratories, and practice tools that are ready to use. Academic scheduling has an important role in maintaining learning continuity because overlapping schedules or unclear room arrangements may disrupt classroom and laboratory activities. Teacher administrative support also contributes to learning quality by reducing the burden of document preparation and academic reporting. In addition, evaluation administration ensures that student scores, attendance records, and academic reports are documented systematically. These areas of administrative service show that administrative affairs influence learning quality through daily operational support that directly affects teachers and students.

The importance of these findings is that teaching and learning quality should not be understood only from the perspective of teacher competence or classroom methods. This study shows that learning quality is also shaped by the administrative system that supports instructional activities. When student data are accurate, teachers can identify students who need academic attention. When facilities are available and properly managed, teachers can conduct practical learning more effectively. When schedules are organized, students can experience learning activities in a more structured sequence. When administrative documents are handled efficiently, teachers have more time to focus on lesson preparation, classroom interaction, and student mentoring. Therefore, administrative services function as an enabling system that allows teachers to perform their pedagogical roles more effectively. In this sense, administration contributes indirectly but significantly to the improvement of learning quality.

These findings also address the third research problem concerning the ideal integration between administrative management and the instructional process at SMK Letris Bintaro. The ideal integration is reflected in responsive administrative services that are aligned with academic needs. Administrative staff should not work separately from teachers, because the success of teaching and learning depends on cooperation between administrative and academic units. The findings indicate that the relationship between administration and learning becomes stronger when administrative services are timely, accurate, and coordinated. This condition reduces technical obstacles that may interfere with learning activities. In vocational schools, such integration is particularly necessary because learning often involves laboratories, equipment, practice schedules, and industry-oriented competencies. Therefore, improving administrative services can become a practical strategy for

improving teaching and learning quality, especially in schools that require strong facility and data management.

Integration of Fayol's Management Functions and Tyler's Curriculum Model

The integration between Henry Fayol's management functions and Ralph Tyler's curriculum model demonstrates that administrative administration has a strategic role in supporting the quality of the teaching and learning process (PBM). Administrative management not only functions as a technical support system but also contributes to curriculum implementation through planning, organizing, coordinating, and controlling academic services. The relationship between Fayol's management functions and Tyler's curriculum components can be seen in Table 5.

Table 5. Integration of Fayol's Management Functions and Tyler's Curriculum Model

Fayol's Management Function	Related Tyler Component	Integrated Contribution to PBM Quality
Planning	Learning Objectives and Learning Experiences	Ensures that administrative preparation supports curriculum targets and learning facility needs.
Organizing	Organization of Learning Experiences	Creates orderly task division, schedule management, and room allocation.
Commanding	Learning Implementation	Provides direction for administrative staff to serve academic needs responsively.
Coordinating	Learning Experiences and Evaluation	Connects administrative data, teacher needs, student records, and facility readiness.
Controlling	Evaluation	Maintains the accuracy of documents, attendance, academic reports, and student evaluation data.

Source: Research findings based on thesis data, 2026.

Table 5 presents the integration between Henry Fayol's management functions and Ralph Tyler's curriculum model in explaining the strategic role of administrative administration in improving the quality of the teaching and learning process. Fayol's theory explains how administrative work should be managed through planning, organizing, commanding, coordinating, and controlling. Tyler's model explains how learning quality is achieved through learning objectives, learning experiences, organization of learning experiences, and evaluation. The integration of these two frameworks shows that administrative order and curriculum effectiveness are interdependent. Planning supports the preparation of curriculum targets and learning facilities, organizing supports the arrangement of learning experiences, commanding directs staff to respond to academic needs, coordinating connects teachers and administrative services, and controlling ensures that evaluation data are accurate. This integration indicates that administration is not separate from the curriculum, but is part of the system that enables curriculum implementation.

The discussion of this integration provides an important theoretical contribution to educational management studies. Previous views often positioned administrative affairs as a technical support unit responsible mainly for correspondence, archiving, and routine services. However, the findings of this study show that administrative administration has a broader function as a strategic partner in curriculum implementation. In Fayol's perspective, administrative order creates organizational stability. In Tyler's perspective, learning quality depends on the alignment between objectives, experiences, organization, and evaluation. When these two perspectives are combined, it becomes clear that effective teaching and learning require both pedagogical planning and administrative readiness. The Administrative Affairs unit at SMK Letris Bintaro plays a role in ensuring that learning plans can be implemented through the availability of data, facilities, schedules, and evaluation documents. Therefore, the study strengthens the argument that improving school quality requires the integration of administrative management and instructional management.

From a practical perspective, the findings of this study are useful for SMK Letris Bintaro and other vocational schools with similar characteristics. Vocational schools depend heavily on facility readiness, laboratory management, practice equipment, student data, and structured schedules. If administrative systems are weak, teachers may experience delays, overlapping schedules, incomplete data, or unavailable learning tools, all of which can reduce the quality of learning. Conversely, when administrative systems are well managed, teachers can focus more on instructional innovation and student development. This means that improving administrative administration can be one strategy for improving learning quality. The findings can also be applied to schools that are developing digital-based administrative systems, because digitalization will be more effective if supported by clear planning, task division, coordination, and supervision. Thus, the results of this study have practical relevance beyond the specific case of SMK Letris Bintaro.

Overall, the results of this study confirm that Administrative Affairs at SMK Letris Bintaro plays a strategic role in improving the quality of the teaching and learning process. The Administrative Affairs unit supports school operations through planning, division of work, staff direction, coordination, and supervision. At the same time, it supports curriculum implementation through student data management, facility readiness, learning schedule organization, and evaluation administration. These contributions help reduce teachers' administrative burden, strengthen the readiness of learning facilities, and improve the accuracy of academic reporting. The findings also show that the quality of teaching and learning is not determined only by teachers, curriculum documents, or classroom strategies, but also by the administrative system that supports learning implementation. Therefore, administrative administration should be positioned as a strategic component of educational quality improvement. In conclusion, the integration of Fayol's management functions and Tyler's curriculum model provides a comprehensive explanation of how administrative order can support effective, efficient, and accountable teaching and learning at SMK Letris Bintaro.

4. Conclusion

This study concludes that Administrative Administration plays a strategic role in improving the quality of the Teaching and Learning Process at SMK Letris Bintaro. The Administrative Unit has implemented Henry Fayol's management functions systematically, especially in planning, organizing, coordinating, and controlling academic services. The clearest strength is reflected in the division of work among administrative staff, such as Dapodik management, infrastructure services, student affairs, and document administration, which supports more efficient and orderly school operations. Administrative services also support Ralph Tyler's curriculum model by providing accurate student data, ready-to-use learning facilities, organized schedules, and reliable evaluation documents. These findings show that administrative administration is not merely a technical support unit, but a strategic partner that enables curriculum implementation and reduces teachers' administrative workload. The integration of Fayol's managerial functions and Tyler's curriculum components creates a more accountable, efficient, and learning-oriented school ecosystem. Therefore, the research objective has been achieved by demonstrating that effective administrative governance contributes meaningfully to teaching and learning quality. Future research may examine student satisfaction with administrative services or explore the role of transformational leadership in strengthening the relationship between administrative management and vocational school graduate quality.

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