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THE ROLE OF EDUCATIONAL STAFF ON IMPROVING STUDENT SERVICE QUALITY AT MTSN 1 BONDOWOSO

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Abstract

Educational staff hold a strategic role as the primary support in creating a conducive, effective, and efficient learning environment. This study aims to examine the role of educational staff in improving the quality of student services at MTsN 1 Bondowoso. This research employs a qualitative approach. The method used for data collection is the participatory observation method, in which the researcher observes the speech and service strategies of educational staff through recording and note-taking techniques, complemented by interviews. Once the data were collected, the researcher conducted data analysis, including transcription, reduction, classification, tabulation, validation, interpretation, and conclusion drawing. The results indicate that the quality of student services at MTsN 1 Bondowoso through the drumband activity involves three main stages: planning, implementation, and evaluation. The planning stage includes systematic program design, guidance by professionals, learning of music notation, recruitment based on students' interests and potential, effective distribution of musical instruments, and structured talent development. In the implementation stage, the drumband serves as a strategy for improving

service quality through Qirab Devile and Display performances, which integrate Islamic values, discipline, teamwork, and meaningful learning. Meanwhile, the evaluation highlights the strategic role of the activity in holistic education, training effectiveness, member selection and coaching, parental involvement, team coordination, and the tangible contribution of educational staff to the program's success. Thus, the drumband activity has proven to be an effective medium for enhancing the quality of educational services and fostering comprehensive student character development.

Keywords: *educational staff, service quality, music and arts*

Abstrak

Tenaga kependidikan memegang peranan strategis sebagai pendukung utama dalam menciptakan lingkungan belajar yang kondusif, efektif, dan efisien. Penelitian ini bertujuan untuk mengkaji peran tenaga kependidikan dalam meningkatkan mutu pelayanan siswa di MTsN 1 Bondowoso. Penelitian ini merupakan penelitian kualitatif. Metode yang digunakan dalam mengumpulkan data adalah metode simak libat cakap. Peneliti menyimak tuturan dan strategi pelayanan tendik melalui teknik rekam dan catat yang dilengkapi dengan metode wawancara. Setelah data terkumpul peneliti melakukan analisis data, yakni transkripsi data, reduksi, klasifikasi, tabulasi, validasi, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa mutu pelayanan siswa di MTsN 1 Bondowoso melalui kegiatan drumband melibatkan tiga tahap utama: perencanaan, pelaksanaan, dan evaluasi. Tahap perencanaan meliputi penyusunan program secara sistematis, pendampingan oleh tenaga profesional, pembelajaran notasi musik, rekrutmen berbasis minat dan potensi siswa, distribusi alat musik yang efektif, serta pengembangan bakat secara terarah. Pada tahap pelaksanaan, drumband dijadikan strategi peningkatan mutu layanan melalui pertunjukan Qirab Devile dan Display, yang mengintegrasikan nilai-nilai islami, kedisiplinan, kerja sama, dan pembelajaran bermakna. Sementara itu, evaluasi menyoroti peran strategis kegiatan dalam pendidikan holistik, efektivitas pelatihan, seleksi dan pembinaan anggota, keterlibatan orang tua, koordinasi tim, serta kontribusi nyata tenaga kependidikan terhadap keberhasilan program. Secara keseluruhan, kegiatan drumband terbukti menjadi sarana efektif dalam meningkatkan kualitas layanan pendidikan dan pembentukan karakter siswa secara menyeluruh.

Kata kunci: *tenaga kependidikan, mutu pelayanan, musik dan kesenian*

A. INTRODUCTION

The quality of educational services is a crucial indicator in determining the success of an educational institution, both at the formal and non-formal levels. In the context of madrasahs, service quality is not solely dependent on the competence of teachers as educators but is also significantly influenced by the strategic contributions of educational staff as an integral part of the education system. Educational staff are responsible for ensuring the smooth implementation of the teaching and learning process through the provision of administrative, technical, and operational services, which directly or indirectly impact students' comfort and learning effectiveness (Mulyasa, 2018). Although numerous studies and policies have focused on improving teacher quality, attention to the development of educational staff remains relatively limited and often overshadowed by the role of teachers. In fact, educational staff—such as administrative officers, librarians, laboratory technicians, janitors, and security personnel—make a tangible contribution to creating a safe, orderly, and conducive learning environment (Sagala, 2010). Therefore, it is important to examine in depth how the role of educational staff contributes to determining the quality of educational services, especially for students as the primary beneficiaries of the education system.

As a state Islamic educational institution under the Ministry of Religious Affairs, MTsN 1 Bondowoso faces complex challenges in delivering excellent services to its students. The demand for improved educational service quality continues to rise in line with the increasing national education quality standards and public expectations. In such circumstances, the active involvement of educational staff in supporting service processes becomes one of the key factors in maintaining and enhancing the institution's reputation (Directorate of Teachers and Education Personnel, Ministry of Religious Affairs, 2021). This study aims to comprehensively analyze the role of educational staff in improving student service quality at MTsN 1 Bondowoso. The focus of the study covers the forms of contribution made by educational staff, the challenges they face, and the collaborative strategies implemented together with the principal and teachers to build a service system oriented toward students' needs.

In the face of globalization challenges, the role of educational staff in supporting student service quality has become increasingly significant. The competence and insight of educational staff—in managerial aspects, supportive pedagogy, and technological literacy—are essential elements in delivering excellent services (Qeisiyeh, 2025). Unfortunately, not all educational staff possess adequate competencies. Therefore, the active role of the principal and the management team is required in providing training, mentoring, and continuous capacity-building facilitation. As emphasized by (Sitti Nuraini, 2024) & (Sa'diyah, 2025), educators and educational staff are key resources in improving the quality of human resources and national education.

Active participation of educational staff in the institutional development process will contribute positively to achieving organizational goals. With proper empowerment management, the execution of organizational functions can run effectively and fairly for individuals, institutions, and society. Thus, the principal must optimally perform managerial functions, including recruitment, capacity development, and motivation, to ensure that all educational staff contribute maximally to achieving high-quality, competitive educational goals. The positive impact on educational staff can result in significant contributions toward achieving work behavior standards, career development, and the alignment of individual, group, and institutional goals (Julhadi et al., 2023).

In carrying out their duties, educational staff require continuous evaluation and capacity-building processes. Therefore, providing proper coaching, strengthening insights, and offering appropriate motivation is essential to support the achievement of optimal performance. These efforts also serve to maintain, improve, and enhance the quality of services provided by educational staff within educational institutions (Dumiyati et al., 2023). Coaching for educational staff should be implemented through relevant training, one of which is on-the-job training—training conducted directly in the workplace—allowing participants to acquire the necessary skills and knowledge while carrying out their daily tasks. This training model has proven effective because it delivers positive impacts not only on improving job performance but also on the career advancement of educational staff.

Every educational institution requires outstanding performance and professional services as part of a sustainable education quality system. Therefore, strengthening service quality in schools must be supported by improving the knowledge and skills of all elements, including educational staff, in applying management principles and concepts contextually. Excellent service quality in an educational organization is reflected in the ability of all human resources within it to establish honest, effective, and student-oriented collaboration (Mulyasa, 2005).

In the educational context, the quality of student services is a crucial element. Educators and educational staff have the primary responsibility to create a learning environment that is both satisfying and adaptive to the needs of students. This aligns with the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, Article 1, paragraph (6), which states that educators are professionals that include teachers, lecturers, counselors, learning mentors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specializations, with a strategic role in the provision of education. Based on this description, this study focuses on an in-depth analysis of the planning, implementation, and evaluation of the

role of educational staff in improving student service quality at MTsN 1 Bondowoso. It is expected that this research will make a significant contribution to strengthening the educational staff management system in madrasahs and serve as a reference in formulating quality-based education policies within the Ministry of Religious Affairs.

So far, the researcher has not found any studies that specifically address the role of educational staff in improving the quality of student services at MTsN 1 Bondowoso. Nevertheless, several previous studies have conceptual and contextual relevance to this topic. Nurul (2020) found that the planning for improving student service quality at MAN 1 Deli Serdang is carried out systematically at least once every six months (one semester). In the process, the madrasah leadership involves teachers and staff through coordination meetings to present evaluations of service aspects that need improvement or updates. This planning is based on the needs of the students as well as other educational needs, optimizing all available resources to fulfill students' rights to the fullest.

Furthermore, Robith (2021) revealed that educational services at SMA Nurul Jadid focus on learning aspects and the development of facilities and infrastructure. Despite several limitations, the school addresses academic service issues by applying the Total Quality Management (TQM) approach as a strategic solution for service quality improvement. Another study by Mulyadi (2021) emphasized that improving the quality of educational services in madrasahs is carried out through three strategic stages: planning, implementation, and periodic program evaluation. These stages serve as an essential framework to ensure the continuity of service quality. Meanwhile, Nofiatul (2020) examined the implementation of the SIAKSA (School Academic Information System) program at SMA Negeri 3 Ponorogo as an effort to enhance educational services. The program planning involves setting meeting schedules, engaging relevant stakeholders, distributing tasks and responsibilities, formulating system development objectives, and designing strategies and steps for implementing the technology-based application.

Based on these findings, this research occupies an important position in filling the gap in the literature by specifically highlighting the role of educational staff in the context of improving student service quality at MTsN 1 Bondowoso, an area that has not been widely explored in previous studies. From this background, the researcher formulates the research problem, what is the role of educational staff in improving the quality of student services at MTsN 1 Bondowoso?. To answer this question, the theory of educational staff is required. In the educational context, educational staff are an essential component in supporting the success of the teaching and learning process as

well as the quality of services provided to students. According to Law No. 20 of 2003 on the National Education System, educational staff are members of society who dedicate themselves and are appointed to support the implementation of education (Law No. 20/2003, Article 1 Paragraph 3). This category includes administrative staff, librarians, laboratory assistants, technicians, and others who work in educational institutions.

According to Mulyasa (2013), educational staff act as the driving force behind effective educational services, particularly in supporting teachers' duties and creating a conducive learning environment. Quality services provided by educational staff can increase student satisfaction and contribute to the overall success of the learning process. The theory of quality management in education explains that the quality of educational services is influenced by the effectiveness of human resource management, including educational staff (Sallis, 2006). Sallis emphasizes the importance of the Total Quality Management (TQM) approach in educational institutions, which positions all components of the school—including educational staff—as integral parts of the quality improvement system. Furthermore, the quality of educational services can be measured through responsiveness, accuracy, and the alignment of services with students' needs (Parasuraman et al., 1988). In this regard, educational staff must possess strong technical, administrative, and interpersonal competencies to serve students professionally.

Robbins and Coulter (2016) explain that continuous coaching and training for educational staff can enhance work productivity and intrinsic motivation, which ultimately leads to improved service quality. Such training may include on-the-job training, technical workshops, and reinforcement of excellent service values. In the context of madrasahs, improving the quality of student services is a shared responsibility between teachers and educational staff. The principal acts as an instructional leader who not only guides teachers but also drives the performance of educational staff through supervision, motivation, and professional development (Mulyasa, 2013). Therefore, strategies to enhance the quality of student services must actively involve educational staff in the planning, implementation, and evaluation of service programs. Thus, educational management theory, service quality theory, and the principles of TQM serve as the theoretical foundation underlying the significant role of educational staff in improving the quality of student services at MTsN 1 Bondowoso.

B. RESEARCH METHOD

This study employed a qualitative approach, with data collection carried out using the *simak libat cakap* (participant observation) technique. In this process, the researcher observed and listened to the utterances as well as the service strategies implemented by educational staff, using recording and note-taking techniques supported by in-depth interviews. Once the data were collected, the researcher conducted a series of analytical stages, beginning with the transcription of the utterances into written text. This was followed by data reduction through sorting and selecting information relevant to the focus of the research. The reduced data were then classified according to their types and characteristics, tabulated, and systematically coded in tabular form. The next stage involved data interpretation to uncover the meanings contained in the findings, which culminated in drawing comprehensive and conclusive insights. This approach enabled the research to be conducted in a thorough, systematic, and accurate manner, ultimately providing a comprehensive understanding of the role of educational staff in improving the quality of student services through marching band activities.

C. RESULT & DISCUSSION

RESULT

The findings of this study reveal that improving the quality of student services at MTsN 1 Bondowoso through extracurricular drum band activities is divided into three main stages: planning, implementation, and evaluation. In the planning stage, educational staff organize activities in a systematic and structured manner. This effort includes the comprehensive and well-structured preparation of programs, mentoring by professionals in the fields of music and leadership, basic music notation lessons for students, recruitment of new members based on students' potential and interests, effective and equitable distribution of musical instruments, and the development of students' talents and skills through structured activities. These planning strategies are designed to ensure that every student has equal opportunities to develop both their musical abilities and character.

In the implementation stage, the drum band is used as the main strategy to enhance the quality of non-academic student services. This activity is carried out in two performance formats, *Qirab Devile* and Display, which aim not only to hone musical skills but also to instill Islamic values, foster discipline, enhance teamwork, and provide meaningful and contextual learning experiences. The implementation also seeks to strengthen togetherness, train both individual and group responsibility, and build students' confidence in presenting their work before the public.

At the evaluation stage, several important aspects become the focus of reflection and improvement. This includes strengthening the strategic role of the drum band in supporting holistic education, ensuring consistency between planning and implementation, encouraging the active involvement of educational staff as mentors and facilitators, evaluating the effectiveness of music notation training methods, and refining recruitment and coaching systems based on student leadership. The evaluation also covers member selection based on interests and physical capabilities, individualized approaches with parental involvement, team harmonization and coordination, the tangible contribution of educational staff to program achievement, and the direct impact of activities on the overall quality of student services. Therefore, this study emphasizes that a structured, professional, and character-oriented extracurricular drum band program can serve as a strategic instrument in realizing holistic, sustainable, and responsive educational services that meet the needs and potential of students. The active involvement of educational staff in every stage of the activity is the key to creating a conducive, inclusive, and transformative learning environment.

DISCUSSION

Educational Staff Planning on Improving the Quality of Student Services Through Drum Band Activities

Improving the quality of student services is one of the main focuses in managing educational institutions, particularly in state madrasahs that aim to produce academically and non-academically outstanding generations. In this context, educational staff planning plays a strategic role as the front line in implementing supporting programs, including extracurricular activities. A concrete example of this effort can be seen in the implementation of drum band activities at MTsN 1 Bondowoso, which are designed not only as a medium for talent development but also as a means of character education integrated with a holistic student service system.

The drum band activities at MTsN 1 Bondowoso are arranged through well-prepared and structured planning by educational staff directly involved in the coaching process. Based on interviews with Hosnan, the person in charge of the drum band program, it was revealed that regular training is conducted three times a week. The schedule is arranged flexibly, utilizing strategic times such as free class periods, holidays, and evenings after the Isha prayer. This flexibility effectively prevents clashes with intramural activities while allowing sufficient space for students to develop their potential in the field of musical arts.

In conducting training, the educational staff collaborate with professional coaches who possess specific competencies in drum band performance. This

collaboration creates a conducive and productive training environment, where each student receives guidance tailored to their individual abilities and needs. The training is not only focused on technical aspects but also instills values such as discipline, responsibility, and teamwork, which are integral to student character formation. The training materials include the introduction of drum band musical notation, delivered through visual methods and hands-on practice. A guidebook is used as the main learning medium, while musical instruments serve as practical tools to sharpen students' rhythmic sensitivity and motor coordination. The educational staff ensure that the training methods are adaptive, accommodating diverse learning styles and comprehension levels. This inclusivity ensures equal opportunities for all students to grow and develop.

Another strategy applied in the planning process is the involvement of senior students as assistant coaches. Students with experience and competence in playing drum band instruments receive advanced training before being assigned to mentor new members. This strategy strengthens horizontal knowledge transfer while fostering confidence, responsibility, and leadership skills among students. As a result, the continuity of the drum band program can be maintained effectively without full dependence on external coaches. The recruitment of new members is carried out selectively, prioritizing seventh-grade students with strong interest and enthusiasm in music. The selection process also considers physical factors such as body posture, which must align with specific instrument requirements. For example, instruments like bass, balera, quarto, and large trumpets require adequate physical strength and endurance. This approach ensures that each student plays an instrument suited to their capabilities, thereby optimizing training effectiveness.

Field findings support previous research by Zulfatul Rifqoh, which emphasized that drum band activities serve as a medium for developing students' musical talents and interests by integrating various instruments such as wind, percussion, and pit instruments, supported by one or two majorettes as team leaders. At MTsN 1 Bondowoso, students are also given the freedom to take home musical instruments and copies of the notation for practice songs. This approach facilitates independent learning, supported by families at home, allowing students to master materials more quickly and comprehensively.

Furthermore, regular evaluations are carried out by the educational staff and coaches to assess both individual and team progress. These evaluations cover not only technical skills but also discipline, active participation, and teamwork attitudes. The evaluation results are then used to design follow-up plans, which may include increasing training intensity, adjusting teaching methods, or strengthening character development. From the above explanation, it can be concluded that the planning

conducted by educational staff in managing drum band activities at MTsN 1 Bondowoso is comprehensive and oriented toward improving the quality of student services. This approach positions extracurricular activities not merely as supplementary programs but as an essential part of the educational process, contributing significantly to talent development, character formation, and student achievement. Through measurable planning, professional execution, and continuous evaluation, the drum band program stands as a representation of high-quality and competitive educational services.

Implementation of the Drum Band Program in Enhancing Student Services in the Field of Musical Arts

The implementation of extracurricular drum band activities at MTsN 1 Bondowoso serves as a key strategy in improving the quality of student services in the field of musical arts, particularly within the non-academic domain. This program is systematically designed and executed in two main formats: *Qirab Devile* and *Display*. Both not only serve as a medium for developing musical skills but also integrate elements of discipline, leadership, teamwork, and movement aesthetics into a cohesive performance. This reflects the school's commitment not only to fostering cognitive development through formal learning but also to nurturing character and potential through structured non-formal activities.

Based on interviews, observations, and field documentation, *Qirab Devile* is understood as a form of performance that combines musical play with synchronized marching movements. This activity is typically carried out during parades or carnivals, where drum band members march in a specific formation while playing predetermined musical instruments. The formations displayed include steady marching, coordinated turns, and musical salutes to guests or audiences. In practice, one student is usually entrusted as the parade leader or commander, responsible for ensuring that all members move in rhythm and maintain harmonious formation. This role is crucial in fostering responsibility, decisiveness, and the ability to lead and communicate effectively within the team.

Meanwhile, *Display* refers to a static performance—without marching—usually conducted on a ceremonial ground, school yard, or open stadium. Despite the absence of movement across space, *Display* still presents musical performances and choreography packaged in an engaging and attractive manner. Members are required to demonstrate unity, musical expression, and bodily coordination aligned with the rhythm. This activity trains students' aesthetic sensitivity while enhancing their confidence and public performance skills. Consequently, *Display* serves as an effective medium to develop students' performative abilities and instill pride in their school identity. The execution of both formats aligns with Achmadhan Katon Haryanggita's

view that a drum band essentially combines music and sport, performed by a group in a regulated rhythm and motion. This activity integrates physical, artistic, and disciplinary aspects into an enjoyable and meaningful learning process. Therefore, the drum band program at MTsN 1 Bondowoso can be regarded as an alternative educational service that holistically addresses students' intellectual, emotional, social, and motoric dimensions. Its organized implementation demonstrates that well-managed extracurricular activities can make a substantial contribution to achieving more holistic and sustainable educational service quality.

Evaluation of the Role of Educational Staff on Improving the Quality of Student Services through Drum Band Activities

The role of educational staff in supporting the improvement of student services through extracurricular drum band activities at MTsN 1 Bondowoso is a strategic element in realizing holistic education. This activity is not solely oriented toward musical skills but also serves as a medium for character building, discipline, and teamwork among students. Based on observations and in-depth interviews with Hosnan, the person in charge of the drum band program, the planning and implementation of this activity demonstrate a structured and systematic approach. Regular training is conducted three times a week, with flexible yet strategic scheduling—during free periods, holidays, and in the evenings after the *Isya* prayer. This scheduling reflects an awareness of the need to avoid disrupting formal learning while providing optimal opportunities for students to practice effectively.

Training activities involve professional coaches as well as educational staff who serve as mentors and facilitators. The role of educational staff in this context is crucial—not only in ensuring the technical smoothness of activities but also in providing mental guidance, fostering discipline, and evaluating both the process and the results of training. One of the key components of drum band training is the introduction of musical notation, which forms the foundation for mastering rhythm and song composition. The teaching of notation is carried out using two approaches: a visual approach through images or books, and a practical approach using actual musical instruments. This combination has proven effective in enhancing students' musical sensitivity and technical skills, particularly in playing wind and percussion instruments.

Beyond technical aspects, the recruitment and organization of drum band members are systematically managed by the educational staff. One strategy implemented is involving experienced senior students as internal trainers for new members. This peer-training model has proven effective in strengthening responsibility, enhancing leadership skills, and fostering a collaborative culture among students. In recruitment, educational staff identify seventh-grade students with a strong interest in

music, while also considering body posture when assigning musical instruments. This is essential, as some instruments—such as the bass drum, balera, quarto, and large trumpets—are relatively heavy and require a certain level of physical strength.

These findings are reinforced by Zulfatul Rifqoh (2020), who stated that extracurricular drum band activities play a significant role in developing students' potential, particularly in discipline, cooperation, and social skills. The instruments used consist of wind instruments, percussion, and pit instruments, harmoniously integrated under the coordination of the drum major as the field leader. Both individual and group training arrangements enable students to develop personal abilities as well as social adaptability. Students who face difficulties during training are even allowed to take instruments and sheet music home for independent practice or to learn together with their parents. This strategy not only increases the effectiveness of learning but also strengthens parental involvement in the child's educational process.

The evaluation of the role of educational staff in this context reveals that the success of the drum band program is not solely dependent on students' musical abilities but is highly influenced by the support system provided by the school. Educational staff do not merely perform administrative duties; they also serve as planners, implementers, mentors, and evaluators of extracurricular activities. They act as a bridge between the coach, students, and school management, ensuring that every aspect of the activity aligns with educational objectives. Thus, the role of educational staff at MTsN 1 Bondowoso in supporting drum band activities has made a tangible contribution to improving the quality of student services. This program not only strengthens students' cognitive and psychomotor dimensions but also contributes to character building and the development of social values essential for community life. Therefore, it is important for other educational institutions to adopt this practice as a model for developing arts-based extracurricular activities integrated with educational planning and the strengthening of educational staff resources.

This study makes a significant contribution to the field of education, particularly in educational management and the strengthening of the role of educational staff in enhancing student services. Theoretically, the findings enrich the literature on holistic approaches to improving education quality through extracurricular activities, such as drum bands, which have rarely been explored in depth from the perspective of educational staff. The study offers new insight that student development success is not solely dependent on teachers but is also strongly influenced by the active involvement of educational staff in the planning, implementation, and evaluation of school activities. Practically, the study presents a strategic model of educational staff involvement that can serve as a reference for other educational institutions in optimizing the functions and contributions of educational staff on a sustainable basis.

The implications of this study are multidimensional. Institutionally, these findings encourage schools to formulate more inclusive and collaborative policies by involving educational staff in all aspects of student services—not only in administrative matters but also in activities for character and talent development. Pedagogically, this research shows that drum band activities function not merely as entertainment or for achievements but as strategic instruments for instilling discipline, cooperation, responsibility, and a sense of togetherness. The social implications highlight that the active involvement of educational staff can enhance parents' satisfaction and trust in the quality of school services, thereby contributing to building a positive image of the institution in the community. On the policy level, for school administrators and the Ministry of Religious Affairs, this research provides strong empirical grounds for designing training programs and capacity development for educational staff to enable them to deliver more meaningful, professional, and impactful services in improving overall education quality.

D. CONCLUSION

This study aimed to examine the role of educational staff in improving the quality of student services at MTsN 1 Bondowoso. The findings indicate that efforts to enhance student services through drum band activities were implemented in three main stages: planning, implementation, and evaluation. In the planning stage, the program was systematically designed by involving professional mentors, providing musical notation training, recruiting students based on interest and potential, distributing musical instruments appropriately, and fostering talent development in a structured manner. The implementation stage positioned drum band activities as a strategy to improve service quality, manifested through *Qirab Devile* and display performances. These activities not only developed musical skills but also integrated Islamic values, discipline, teamwork, and meaningful learning experiences.

The evaluation stage focused on assessing the effectiveness of training, member selection and coaching processes, parental involvement, team coordination, and the concrete contributions of educational staff to the program's success. Thus, drum band activities have proven to be an effective means of improving the quality of educational services while shaping students' character holistically. The study recommends developing strategies to strengthen the capacity of educational staff through continuous and context-based training. Further research is also suggested to apply quantitative or mixed-method approaches to objectively evaluate the relationship between staff competencies and the quality of student services. Additionally, cross-institutional exploration, analysis of collaborative roles between educational staff, teachers, and parents, as well as studies on institutional policies related to staff

professionalism, should be undertaken as strategic measures to strengthen tangible contributions toward inclusive and sustainable educational services.

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