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Journal of Community Services
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Team building workshop to strengthen TAS competency in Sumedang Regency

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ABSTRACT

School Administrative Staff (Tenaga Administrasi Sekolah/TAS) in junior high schools face increasingly complex demands in managing educational data, archiving documents, and coordinating between units. However, available capacity-building programs are still dominated by technical-clerical aspects and do not address non-technical competencies such as communication, teamwork, and service values. This activity aims to strengthen TAS competencies through two designed components: strengthening service values and developing collaborative competencies, with responsive facilitation making digital archive literacy a third, emergent priority. A needs assessment revealed a lack of non-technical competency development programs for TAS across schools. We implemented a blended learning approach over three days (July 28-30, 2026), including online sessions, independent assignments between sessions, and an offline workshop attended by 30 TAS from various junior high schools across Sumedang Regency. It was held at a public junior high school in Sumedang Regency, West Java. Data were collected through facilitator observations and participant feedback, then analyzed qualitatively based on four program indicators. Findings indicate increased participant understanding of the value of first aid, progressive improvements in group cohesion and collaborative engagement, and a strong interest in digital archiving as a document management solution. This integrated approach offers a replicable model for developing TAS capacity in areas with geographically dispersed schools.

ARTICLE INFO

Article History:
Received: 15 Jun 2026
Revised: 29 Sep 2026
Accepted: 27 Oct 2026
Publish online: 15 Nov 2026

Keywords:
competency development; digital archiving; school administrative staff; team building

Open access
Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat) is a peer-reviewed open-access journal

ABSTRAK

Tenaga Administrasi Sekolah (TAS) di SMP menghadapi tuntutan yang semakin kompleks dalam pengelolaan data pendidikan, pengarsipan dokumen, dan koordinasi antar unit. Namun, program pengembangan kapasitas yang tersedia masih didominasi oleh aspek teknis-klerikal dan kurang menyentuh kompetensi nonteknis seperti komunikasi, kerja sama tim, dan nilai-nilai pelayanan. Kegiatan ini bertujuan memperkuat kompetensi TAS melalui dua komponen yang dirancang, yaitu penguatan nilai pelayanan dan pengembangan kompetensi kolaboratif, di mana fasilitasi yang responsif menjadikan literasi arsip digital sebagai prioritas ketiga yang bersifat emergen. Asesmen kebutuhan menunjukkan minimnya program pengembangan kompetensi nonteknis bagi TAS lintas sekolah. Pendekatan blended learning diterapkan selama tiga hari (28-30 Juli 2026), mencakup sesi daring, penugasan mandiri sebagai jembatan antar sesi, dan workshop luring yang diikuti oleh 30 TAS dari berbagai SMP se-Kabupaten Sumedang. Workshop tersebut dilaksanakan di salah satu SMP negeri di Kabupaten Sumedang, Jawa Barat. Data dikumpulkan melalui observasi fasilitator dan umpan balik peserta, kemudian dianalisis secara kualitatif berdasarkan empat indikator program. Temuan menunjukkan peningkatan pemahaman peserta terhadap nilai-nilai P3K, perbaikan progresif dalam kohesi kelompok dan keterlibatan kolaboratif, serta minat yang tinggi terhadap arsip digital sebagai solusi untuk pengelolaan dokumen. Pendekatan terpadu ini menawarkan model yang dapat direplikasi untuk pengembangan kapasitas TAS di wilayah dengan sekolah yang tersebar secara geografis.

Kata Kunci: *arsip digital; pengembangan kompetensi; team building; tenaga administrasi sekolah*

How to cite (APA 7)
Sururi, S., Suharto, N., Suryana, A., Silvana, H., Yusuf, T. S., Dikdik, A. (2026). Team building workshop to strengthen TAS competency in Sumedang Regency. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat), 4*(2), 451-460.

Peer review
This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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https://doi.org/10.17509/dedicated.v4i2.850

INTRODUCTION

School Administrative Staff (TAS, Tenaga Administrasi Sekolah) are a non-teaching group of educational support personnel mandated to provide planned, orderly, and continuous administrative services within educational units, covering correspondence, archives, personnel, finance, facilities, and the national Education Core Data system (Dapodik). The regulatory standing of TAS has been reinforced by Peraturan Menteri Pendidikan Dasar dan Menengah (Permen Dikdasmen) Nomor 21 Tahun 2025 tentang Standar Tenaga Kependidikan pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah, which replaced Peraturan Menteri Pendidikan Nasional (Permendiknas) Nomor 24 Tahun 2008 tentang Standar Tenaga Administrasi Sekolah/Madrasah and explicitly positions administrative staff on the same hierarchical level as library and laboratory personnel as pillars supporting the delivery of education (Chapter III, Article 10). The regulation mandates three competency dimensions for TAS: personality, social, and professional (Article 18).

Despite that regulatory recognition, persistent gaps between the competencies TAS actually possess and those formally required of them remain a documented challenge in the Indonesian education sector (Nuraini et al., 2022). The escalating complexity of administrative demands, combined with inadequate professional development structures, has been identified as a systemic challenge across education systems (Starr, 2021). The quality and responsiveness of front-line educational administrative staff are key determinants of stakeholder satisfaction with service delivery, and research consistently shows that educational administrative services fall short of stakeholder expectations across multiple dimensions (Luthuli et al., 2024; Rizos et al., 2022). Evidence from systematic literature reviews reveals that TAS in Indonesia face substantial challenges in integrating information technology into their daily administrative functions (Gunawan et al., 2023). At the same time, digital literacy broadly contributes to the work performance of educational support personnel and serves as a key enabler of educational transformation in Indonesia (Adawiah & Nurhidayati, 2024; Aisy et al., 2023).

Integrating electronic records management systems has been shown to enhance administrative competency and organizational effectiveness substantially, yet successful implementation requires structured guidance and sustained capacity-building rather than technology adoption alone (Mukred et al., 2022). Evidence also shows that limited resources and suboptimal records governance often constrain TAS archiving responsibilities (Musnika & Zamsiswaya, 2021). In Sumedang Regency, West Java, the administrative workload of junior secondary school TAS has grown increasingly complex alongside rising demands from Dapodik management. A needs assessment conducted by the program team, in coordination with the Sumedang Regency Education Office, revealed that capacity-building for TAS had largely focused on technical-clerical aspects such as personnel administration and correspondence, while structured development of non-technical competencies, including communication, teamwork, and leadership, had received limited programmatic attention.

TAS also serves as the primary point of contact between schools and external stakeholders, and the quality of service delivery at this interface directly affects stakeholder satisfaction (Luthuli et al., 2024). Community service activities aimed at building TAS capacity to manage information technology-based financial and administrative processes have shown measurable improvements in staff competence (Sumarsono et al., 2021). Empirical studies confirm persistent gaps in TAS technical-administrative competency (Nuraini et al., 2022), shortfalls in front-line administrative service quality (Luthuli et al., 2024), and challenges in integrating digital literacy (Adawiah & Nurhidayati, 2024; Aisy et al., 2023) and electronic records management into school administrative practice (Mukred et al., 2022; Sumarsono et al., 2022).

https://doi.org/10.17509/dedicated.v4i2.850

Each identified activity addressed a single competency dimension: a workshop on information technology-based financial and personnel administration for TAS produced measurable gains in technical-clerical staff competence (Sumarsono et al., 2021); a Microsoft Teams-based administrative governance programme for educational support staff demonstrated improvements in inter-unit coordination and document processing efficiency (Asnur & Bachtiar, 2022); a community service activity training tata usaha sekolah in mail-merge-based correspondence production successfully improved participants' technical skills (Mufti et al., 2022); and online training targeting the professional competency of TAS at vocational secondary schools focused exclusively on technical-administrative task performance (Rusli et al., 2021).

A self-directed learning format for TAS competency development yielded positive outcomes in professional self-management but did not address collaborative or social competency dimensions (Sururi et al., 2023). Team building as a structured approach to collaborative competency development has rarely been adapted specifically for TAS in junior secondary education, particularly in regencies with geographically dispersed schools such as Sumedang (Wijaya et al., 2024). None of the identified activities integrated service-value reinforcement, structured collaborative competency development, and the introduction of digital archiving literacy within a single intervention delivered simultaneously to cross-school TAS populations, which constitutes the novelty of the present activity. The scientific novelty of this community service activity lies in two interlocking contributions.

The first is a designed integration of two competency dimensions within a single cohesive intervention: reinforcement of P3K service values (*Penampilan*/Appearance, *Komunikasi*/Communication, *Kompetensi*/Competency, and *Keikhlasan*/Sincerity) as a behavioral and attitudinal foundation aligned with the personality and social competency standards of Permen Dikdasmen No. 21/2025, and structured collaborative competency development through team-building activities grounded in Tuckman's group development model. The second is a methodological contribution: the program's need-responsive facilitation design surfaced digital archiving literacy as an emergent third priority, generating the highest level of participant engagement of any content area and producing concrete evidence of an unmet operational need among the TAS population. This combination, a two-component designed integration that surfaces an emergent priority through responsive facilitation, delivered simultaneously to cross-school TAS, has not been identified in previously published community service studies targeting this population.

This community service activity addresses the insufficient and uneven strengthening of service values and collaborative competency among junior secondary school TAS in Sumedang Regency. The predominance of single-dimension, technically oriented capacity-building programs risks producing TAS who are procedurally capable but limited in the interpersonal, collaborative, and digital governance competencies increasingly demanded by the complexity of their roles and the standards mandated by national regulation. Accordingly, this article aims to describe the implementation and outcomes of the Workshop Team Building untuk Penguatan Kompetensi TAS di Kabupaten Sumedang, with particular focus on three program objectives: reinforcing participant understanding of P3K service values as a professional administrative foundation; strengthening teamwork and collaborative competency through structured team-building activities; and documenting the emergence of digital archiving literacy as a participant-driven priority surfaced through need-responsive facilitation.

Literature Review

The theoretical foundation of this community service activity draws on three interconnected bodies of knowledge: competency standards for educational administrative staff, collaborative competency and group development theory, and digital archiving in school administrative governance. Together, these

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frameworks provide the conceptual basis for the program's integrated design and inform the interpretation of its outcomes.

Competency Standards for TAS and the P3K Service Value Framework

Permen Dikdasmen No. 21 of 2025, Article 18, establishes three mandatory competency dimensions for TAS. Personality competency encompasses ethical conduct, planned self-development, commitment to service accountability, and providing honest, fair, transparent, and innovation-oriented administrative services. Social competency includes the ability to build open communication and productive collaboration with all school stakeholders, actively participate in professional communities, and create inclusive, diversity-respecting work environments. Professional competency covers the capacity to execute accurate and timely administrative tasks, integrate information and communication technology, and conduct regular service evaluation and innovation.

The P3K service value framework (*Penampilan*/Appearance, *Komunikasi*/Communication, *Kompetensi*/Competency, and *Keikhlasan*/Sincerity), distinct from the PPPK employment status scheme and from the first-aid usage of the same acronym, was developed by the program team as an operationalization of the three regulatory competency dimensions, grounded in needs assessment findings from the Sumedang Regency Education Office and aligned with prevailing administrative service values in the Indonesian public education context. Table 1 presents the explicit mapping between the regulatory framework and the P3K elements.

Table 1. Mapping of Permen Dikdasmen No. 21/2025 Competency Dimensions to P3K Service Value Framework Elements

Competency Dimension	Regulatory Indicator (Article 18)	P3K Element
Personality	Demonstrating ethical behavior reflecting spiritual, moral, and emotional maturity in administrative service delivery [Article 18(1)a]	Penampilan (Appearance): the outward expression of professional character and conduct
Personality	Commitment to service accountability; provision of honest, fair, transparent, responsive, and responsible administrative services [Article 18(1)c,d]	Keikhlasan (Sincerity): dedication to serving with integrity and without self-interest
Social	Building open communication and productive collaboration with all school stakeholders [Article 18(2)a]	Komunikasi (Communication): clear, responsive, and respectful communication with all parties
Professional	Executing accurate, efficient, and timely administrative tasks; integrating ICT; conducting regular service quality evaluation; and developing innovative administrative services [Article 18(3)b,d,e,f]	Kompetensi (Competency): technical and procedural mastery of administrative functions

Source: Authors' mapping of the P3K framework against Permen Dikdasmen No. 21/2025, Article 18
***Note:** The table presents the most direct correspondences between the P3K framework elements and selected indicators in Article 18. Not all regulatory indicators are mapped; Article 18(1)b, 18(1)e, 18(2)b, 18(2)c, 18(3)a, and 18(3)c address competency dimensions not directly operationalized by the P3K framework, which was designed to foreground service-value orientation rather than technical governance.*

Community service activities focusing on TAS competency development have demonstrated positive outcomes in various Indonesian contexts. Structured competency coaching measurably improved TAS work performance (Nuraini et al., 2022). Capacity-building for school principals, teachers, and TAS in information technology-based financial management produced measurable gains in staff competence

https://doi.org/10.17509/dedicated.v4i2.850

(Sumarsono et al., 2021). Surveys of TAS communication technology use reveal that education level and digital literacy significantly influence the effectiveness of their service delivery (Wiyono et al., 2021). TAS competency development through self-directed learning formats yielded positive outcomes when content was aligned with participants' occupational needs (Sururi et al., 2023). The head of administrative staff plays a pivotal leadership role in shaping the work climate and coordinating task distribution among TAS members (Srimawati et al., 2025). Evidence from school management information systems research further confirms that structural and competency barriers substantially limit the effectiveness of administrative operations (Nkambule & Ngubane, 2024).

Collaborative Competency and Group Development Dynamics

Team building encompasses collaborative activities designed to strengthen communication, trust, leadership, and problem-solving capacity within work teams. A comparative review of major group development models demonstrates that Tuckman's forming-storming-norming-performing-adjourning sequence remains a foundational and empirically relevant framework for understanding how initially unfamiliar groups progress toward mature cooperative functioning (Vaida & Șerban, 2021). Meta-analytic evidence confirms that team cohesion constitutes a significant positive antecedent of team performance, with the strength of this relationship moderated by team type, measurement approach, and contextual factors (Grossman et al., 2022).

A focused meta-analysis on team-building interventions demonstrates that such activities significantly improve cohesion, with structured activities serving as catalysts that accelerate group unity formation (Kwon, 2024). Effective teamwork requires clear shared goals, open communication, and an atmosphere of mutual trust among members. Beyond the psychological dimensions of group cohesion, teamwork is closely linked to social capital, understood as relational networks and interpersonal trust among members. Organizational membership has been shown to correlate positively with the degree of social trust members hold (Pratama et al., 2024), a finding particularly relevant to cross-school TAS populations that rarely share a common professional forum.

Interpersonal communication within organizations has been theoretically linked to enhanced employee engagement and improved job performance, with communication quality and organizational trust proposed as key antecedents of engagement outcomes (Maslikha et al., 2022). Knowledge of organizational communication and leadership has further been found relevant to strengthening the professionalism of educational support personnel (Siregar & Pratiwi, 2021). Training programs embedding soft-skill development in organisationally supported contexts produce significantly stronger human resource outcomes than isolated technical training (Lok et al., 2021). Contemporary employee development theory further emphasizes that effective capacity-building programs function as employer-employee partnerships, aligning institutional needs with participants' developmental agency (Dachner et al., 2021).

Digital Archiving in School Administrative Governance

Digital archiving refers to a document management system that converts and stores administrative data and files in electronic format, enabling more efficient access, retrieval, and protection compared to conventional paper-based archives. Evidence from educational institutions shows that electronic records management systems substantially enhance organizational competency and administrative accountability, provided implementation is supported by adequate governance structures, user training, and sustained capacity-building (Mukred et al., 2022). Empirical research in Indonesian senior high schools confirms that adopting electronic records management systems directly enhances school accountability and administrative transparency (Oktarina et al., 2025). Analysis of capability levels among school

https://doi.org/10.17509/dedicated.v4i2.850

administrative staff in managing digital archives reveals persistent competency gaps and the need for structured training interventions to bridge them (Sumarsono et al., 2022).

The shift toward cloud-based storage and collaborative tools in institutional settings has created unique governance challenges, as successful digitalization demands not only technology adoption but also comprehensive adjustments to records governance practices (Pillen & Eckard, 2023). Collaborative digital platforms have demonstrated effectiveness in accelerating administrative processes and improving inter-unit coordination among educational support staff (Asnur & Bachtiar, 2022). The approach adopted in this program, namely concept introduction prior to technical practice, was grounded in the evidence that administrative staff benefits most from sustained, practically grounded capacity-building support that addresses real operational needs rather than abstract technology deployment (Luthuli et al., 2024).

Blended Learning as a Training Delivery Framework

The program used a blended learning approach aligned with andragogical principles governing adult professional training. Andragogy posits that adult learners are most effectively engaged when they understand the purpose of learning, can connect content to their lived experiences, and are actively involved in the learning process rather than positioned as passive recipients of instruction (Knapke et al., 2024). Meta-analytic evidence across multiple countries confirms that blended learning can improve performance, attitude, and achievement, though its effectiveness is contingent on appropriate task structure and contextual support (Cao, 2023).

Empirical research demonstrates that effective blended learning depends substantially on learner readiness, structured task design, and clear course objectives that support active engagement between face-to-face sessions (Han, 2023). Qualitative evidence from in-service teacher training programs further shows that participants' perception of blended learning effectiveness is closely tied to how well online and face-to-face components are integrated and how responsive facilitators are to emerging learning needs (Ashraf et al., 2021). Training programs supported by organizational flexibility adjustments contribute positively to employee performance outcomes (Rosyidah et al., 2024).

METHODS

Design and Approach

This community service activity employed a participatory workshop method using a blended learning approach that combined online and offline sessions. The blended format was selected because participants were geographically dispersed across multiple junior secondary schools in Sumedang Regency, making a fully offline format logistically demanding. In contrast, a fully online format would not support the experiential team-building components central to the program. This delivery design reflects evidence that blended learning models incorporating structured inter-session tasks are effective for geographically dispersed professional populations (Cao, 2023; Han, 2023).

Location and Time

The program was conducted over three consecutive days, 28 to 30 July 2026. Online sessions were held on 28 and 29 July via a videoconferencing platform, and the offline workshop was held on 30 July at a junior secondary school in Sumedang Regency. The implementation team led the program, with three designated facilitators.

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Subjects, Sampling, and Ethics

Participants included 30 Tenaga Administrasi Sekolah (TAS), each nominated as the sole representative of their respective junior secondary school, drawn from 30 schools across 17 sub-districts in Sumedang Regency through purposive coordination with the Sumedang Regency Education Office. Selection was based on two criteria: (1) the participant held an active TAS position in a junior secondary school within the regency; and (2) the school had not received a comparable structured non-technical competency development program in the preceding academic year, as confirmed by the Education Office during coordination; this activity being the first of its kind targeting TAS in the regency. Table 2 summarises participant characteristics.

Table 2. Participant characteristics (n = 30)

Characteristic	Category	n
Sex	Male	22
	Female	8
Employment status	Civil servant (PNS)	9
	Regional contract staff (Honor Daerah)	12
	School contract staff (Tenaga Honor Sekolah)	8
	Foundation-employed (GTY/PTY)	1
Position	School Administrative Staff (TAS)	30
School distribution	Schools across 17 sub-districts	30
Participants per school	1 per school	30

Source: Program participant registration data, Sumedang Regency Education Office (2026)

In the offline workshop, participants were divided into five cross-school groups of five to six members each, with each group composed of TAS from different schools, ensuring that all collaborative activities took place across institutional boundaries. All nominated participants attended all sessions, yielding a 100% participation rate (n = 30). Participation was voluntary; participants were informed of the program objectives before the activity, and the activity was conducted with institutional permission from the Sumedang Regency Education Office. Photographic documentation of program activities was collected for reporting and dissemination purposes within the institutional permission framework.

Intervention Framework and Implementation Stages

The program was implemented across four stages, as illustrated in **Figure 1**.

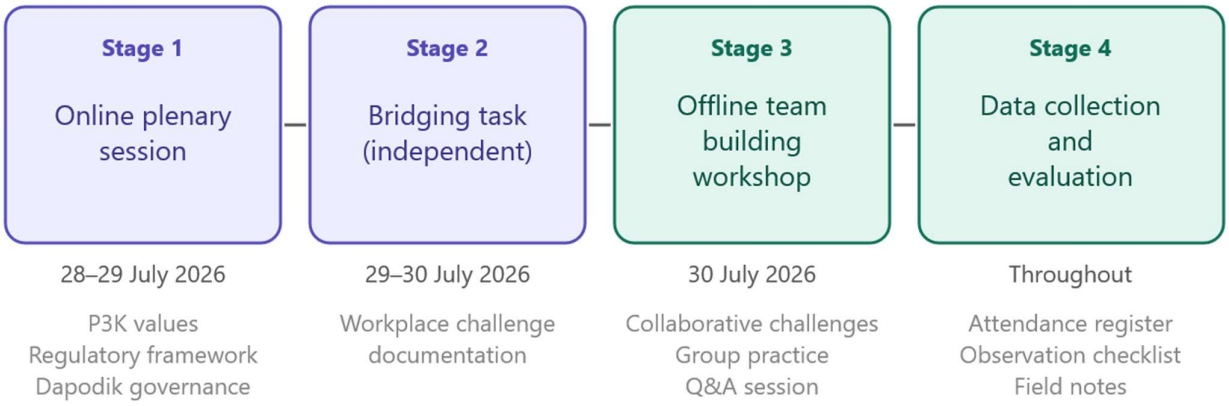


Figure 1. Implementation stages of the Workshop Team Building untuk Penguatan Kompetensi TAS di Kabupaten Sumedang
Source: Author documentation (2026)

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Stage 1: Online Plenary Session (28-29 July 2026)

The program opened with an online plenary session on 28 July attended by the Secretary of the Sumedang Regency Education Office, who delivered an institutional endorsement address emphasizing the importance of P3K values: Penampilan (Appearance), Komunikasi (Communication), Kompetensi (Competency), and Keikhlasan (Sincerity), as the professional foundation of administrative service. The facilitators then covered TAS roles, functions, and regulatory standing under Permen Dikdasmen No. 21/2025, including correspondence management, administrative documentation, Dapodik governance, and welfare and employment status considerations. The 29 July session continued with practical content on school administration procedures and common TAS operational challenges.

Stage 2: Bridging Task (29-30 July 2026)

Following the online sessions, participants were assigned an independent bridging task to complete before the offline workshop. The task required each participant to document one specific administrative challenge encountered in their daily work, whether related to document management, Dapodik operations, correspondence, or inter-unit coordination, and to formulate a preliminary individual response or solution. This task served two functions: maintaining participant engagement with program content between sessions, consistent with andragogical principles emphasizing self-directed engagement between learning episodes (Knapke et al., 2024); and generating participant-sourced problem scenarios for use in the offline collaborative activities.

Stage 3: Offline Team Building Workshop (30 July 2026)

The offline workshop at a junior secondary school in Sumedang Regency was structured in three phases. In the first phase, participants were divided into small cross-school groups of five to six members, deliberately mixing TAS from different schools to maximize inter-institutional network formation. Each group was assigned a series of collaborative challenges requiring communication, collective problem-solving, leadership negotiation, and task coordination under time constraints. Facilitators observed group dynamics throughout, using structured observation notes tracking indicators of cohesion development aligned with Tuckman's forming-storming-norming-performing framework (Vaida & Șerban, 2021).

In the second phase, groups engaged in collaborative practice using the problem scenarios generated from participants' bridging tasks, enabling direct connection between workshop content and real occupational challenges. In the third phase, a facilitated discussion and question-and-answer session invited participants to reflect on program content and raise unresolved workplace issues. This session surfaced digital archiving as an emergent participant-driven priority, consistent with the program's need-responsive facilitation design and with the andragogical principle that adult learning is most effective when responsive to learners' immediate occupational concerns (Knapke et al., 2024).

Stage 4: Data Collection and Evaluation (Throughout)

Data collection was conducted continuously throughout all program stages using the instruments described in the Instruments and Instrument Validity section below, supplemented by photographic documentation of program activities.

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Instruments and Instrument Validity

Given the community service nature of this activity, I did not use formal psychometric instruments. Data collection relied on four practitioner-developed tools used consistently across data collection and analysis. First, an attendance register recorded session presence for all 30 participants across all three program days. Second, a structured participatory observation checklist, developed by the implementation team prior to the activity, reviewed by two team members for face validity, and grounded in Tuckman's group development framework (Vaida & Șerban, 2021), was used by three facilitators to record participant behavior across three observable dimensions: communication fluency, voluntary leadership emergence, and inter-group cohesion progression; each dimension was recorded as a descriptive observational note rather than a numerical rating. Third, open written feedback forms provided an unstructured space for participants to record free-form responses and questions arising from discussion sessions. Fourth, facilitator field notes were recorded continuously across all program stages to document patterns and observations not captured by the checklist or feedback forms. The limitations of this instrument set are consolidated in the Limitations subsection of the Discussion.

Success Indicators and Their Measurement

Program success was evaluated using an adapted Kirkpatrick framework (Alsalamah & Callinan, 2021; Kirkpatrick, 1959), mapped across two dimensions of change, four evaluation indicators, and three program objectives, as shown in **Table 3**.

Table 3. Alignment of Program Objectives, Dimensions Of Change, Evaluation Indicators, Kirkpatrick Levels, and Data Sources

No	Programme Objective	Dimension of Change	Evaluation Indicator	Kirkpatrick Level	Data Source
1	Reinforce P3K service value understanding	Attitudinal	Participant attendance, engagement, and articulation of P3K values and their connection to daily administrative responsibilities	Level 1 (Reaction) and Level 1 proxy for Level 2 (Learning)	Attendance register; facilitator observation notes; oral responses; written feedback forms
2	Strengthen collaborative competency	Social-relational	Quality of active involvement in team-building activities, and cross-school cohesion formation and inter-institutional network development	Level 1 (Reaction) and Level 3 leading indicator	Structured observation checklist; facilitator observation notes; field notes
3	Document emergent digital archiving priority	Attitudinal	Evidence of content-to-workplace relevance and follow-up requests	Level 3 leading indicator	Facilitator field notes; Q&A session records

Source: Adapted from Alsalamah & Callinan (2021); Kirkpatrick (1959)
Note: Level 3 indicators are reported as leading indicators observed at the point of intervention; confirmation of Level 3 transfer requires follow-up at participants' schools.

The four indicators were operationalized as follows. First, participant attendance and active engagement throughout all sessions, measured through the attendance register and real-time facilitator observation notes. Second, participant articulation of P3K service values and their connection to specific daily

https://doi.org/10.17509/dedicated.v4i2.850

administrative responsibilities, assessed through oral responses during discussion sessions and recorded in facilitator field notes; in the absence of pre- and post-activity instruments, this indicator functions as a Level 1 proxy for Level 2 learning rather than a direct measure of knowledge change. Third, the quality of active involvement in team-building activities, observed via the structured checklist, recording communication fluency, voluntary leadership emergence, and inter-group cohesion progression. Fourth, evidence of content-to-workplace relevance, including cross-school network formation and participant requests for implementation accompaniment, collected through the Q&A session and facilitator field notes; these are reported as Level 3 leading indicators observed at the point of intervention, and confirmation of Level 3 transfer requires follow-up at participants' schools, which is recommended in the Conclusion.

Data Analysis

Data were compiled from three sources: structured observation checklists completed by three facilitators who observed all participant groups throughout the offline workshop; open written feedback forms collected during discussion sessions; and facilitator field notes recorded across all three program stages, supplemented by photographic documentation. A four-member implementation team implemented the program, with three members serving as facilitators and observers during the offline workshop using the same checklist instrument; their records were then compared in a joint review session to identify convergence and, where present, divergence across observers. Analysis proceeded deductively against the four pre-specified success indicators and the three stated program objectives, mapping observation records, participant feedback, and field notes onto the indicators.

Convergent patterns across sources supported the findings; when one source yielded a stronger or weaker signal than others, the team noted and discussed it rather than selecting the most favorable account. The three observers were also members of the program facilitation team, and the implementation team as a whole designed the program whose outcomes they subsequently analyzed. This dual role is a recognized source of confirmation bias in practitioner research; steps taken to limit its influence included using a pre-specified observation checklist grounded in Tuckman's framework, involving three observers whose records were compared, and a joint review process in which discrepancies were explicitly surfaced. The remaining credibility limitations are consolidated in the Limitations subsection of the Discussion.

RESULTS AND DISCUSSION

The program was implemented as planned across three consecutive days, 28-30 July 2026, with all 30 participants from multiple junior secondary schools across Sumedang Regency completing all sessions. Results are reported against the four evaluation indicators and Kirkpatrick levels established in the Methods and mapped in **Table 3**.

Program Implementation and Participant Attendance

Full attendance was recorded across all sessions (100%, n = 30). The online opening session on 28-29 July 2026 was attended by the Secretary of the Sumedang Regency Education Office, who opened the program with an institutional endorsement address affirming the importance of P3K service values as the professional foundation of educational administrative service. Facilitators noted this institutional presence as a positive influence on participant engagement from the outset, with participants showing higher-than-anticipated attentiveness during the regulatory and content delivery segments.

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P3K Value Understanding and Attitudinal Outcomes

During the discussion sessions, participants demonstrated the ability to articulate all four P3K service values, Penampilan (Appearance), Komunikasi (Communication), Kompetensi (Competency), and Keikhlasan (Sincerity), and to connect each value to specific responsibilities in their daily administrative roles, as recorded in facilitator field notes. Participants consistently identified the content on TAS regulatory standing under Permen Dikdasmen No. 21/2025 as providing a new, clarifying perspective on their professional position; multiple participants stated that the regulatory content had not previously been communicated to them in a structured form, a pattern noted independently by all three facilitators. Participants assessed the online content on Dapodik governance and correspondence management as directly relevant to operational challenges. Written feedback forms were distributed during discussion sessions; however, participants responded predominantly orally and interactively rather than in writing, and facilitators documented response patterns in field notebooks rather than collecting verbatim written responses. This constraint on the evidentiary base is consolidated in the Limitations subsection. Facilitators in field notebooks recorded counts reported in this section during sessions.

Team Building Activities and Social-Relational Outcomes

In the offline workshop at a junior secondary school in Sumedang Regency on 30 July 2026, participants were divided into cross-school groups of five to six members. Facilitator observations across all groups recorded a clear progressive pattern: initial interactions were characterized by formal, cautious communication within groups; by mid-session, communication became markedly more fluid, and participants began voluntarily assuming leadership roles in directing group problem-solving. By the close of the session, all groups had completed the assigned collaborative challenges.



Figure 2. Participants engaged in group-based collaborative team-building activities
Source: Documentation, 2026

https://doi.org/10.17509/dedicated.v4i2.850

Participants from different schools, who had not previously worked together, were observed exchanging contact information and making plans for continued inter-school professional communication following the workshop. **Figure 2** and **Figure 3** document participant engagement during the team-building activities.



Figure 3. Facilitator Interaction with Participant during the Collaborative Practice Phase
Source: Documentation, 2026

Participant Response to Digital Archiving Introduction

During the Q&A phase, participants raised concerns about the growing volume of physical archives at their schools and difficulty locating historical documents. In response, the program team introduced digital archiving concepts as a document management solution. This participant-initiated segment generated the highest volume of participant questions of any content area across the program: all 30 participants indicated interest in further training, and 12 participants specifically requested technical accompaniment to implement digital archiving systems at their schools.

Operational Challenges and Supporting Factors

The principal operational challenge was sustaining participant engagement during online sessions: several participants reported internet connectivity disruptions and difficulty balancing attendance with concurrent school duties. The bridging task appeared effective in maintaining content continuity between sessions, with all participants submitting completed bridging task documents before the offline workshop. Supporting factors included consistent institutional backing from the Sumedang Regency Education Office and adequate venue facilities. Measurement and credibility limitations are consolidated in the Limitations subsection below.

https://doi.org/10.17509/dedicated.v4i2.850

Discussion

Institutional Support as an Enabling Condition

The full attendance rate and sustained participant engagement observed across all three program days signal that the activity addressed a genuine and felt need among TAS in Sumedang Regency. The Education Office's presence at the opening session served not only as a logistical endorsement but also as a legitimating signal to participants that the program carried institutional weight. This matters in the Indonesian educational context, where TAS often perceive their professional development as a lower priority than teaching staff capacity-building. The high engagement level, particularly during regulatory content delivery that might typically attract lower participant attention, suggests that framing professional development within a regulatory rights and recognition narrative, specifically the upgraded standing conferred by Permen Dikdasmen No. 21/2025, may be an effective motivational strategy for this population.

P3K Values as Attitudinal Foundation: Contribution and Distinctiveness

The finding that participants could articulate P3K values and connect them to specific daily responsibilities represents a meaningful attitudinal outcome, particularly because prior TAS development programs in comparable Indonesian contexts have not systematically addressed service-value reinforcement as a programmatic dimension. Structured competency coaching for TAS improved work performance, but the intervention focused on technical-administrative task execution rather than service-value orientation as a behavioral foundation (Nuraini et al., 2022). Similarly, gains in IT-based financial management competence were demonstrated without addressing the interpersonal and attitudinal dimensions that P3K encompasses (Sumarsono et al., 2021). The present program's deliberate sequencing, introducing P3K values before any technical or collaborative content, reflects a design choice that positions attitudinal alignment as a prerequisite for, rather than an add-on to, professional competency development.

Team Building Outcomes and Social Capital Formation

The progressive cohesion trajectory observed across groups, from cautious initial interactions to voluntary leadership assumption and successful collaborative task completion within a single offline session, constitutes the program's most significant social-relational outcome. The spontaneous exchange of contact information and plans for continued inter-school communication at session close indicates that the workshop generated relational capital extending beyond the program itself, carrying particular strategic value for TAS distributed across geographically dispersed schools who seldom share professional forums. Unlike team-building interventions conducted within a single-organization setting, this activity fostered cohesion across institutional boundaries, and the resulting networks can serve as long-term professional support structures (Wijaya et al., 2024). Unlike self-directed learning formats that yield competency gains without an interpersonal dimension, the team-based approach adopted here opened pathways for social capital formation that self-directed formats structurally cannot produce (Sururi et al., 2023).

Digital Archiving as an Emergent Priority

The emergence of digital archiving as the most-engaged content area, arising through need-responsive facilitation rather than as a pre-specified program component, constitutes a finding of independent significance. The fact that 12 of 30 participants specifically requested technical implementation accompaniment, as recorded by facilitators in field notebooks during the session, indicates that this is not

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a diffuse or rhetorical interest but a concrete operational demand, extending evidence that capability gaps in digital archive management persist among school administrative staff and require structured training interventions (Sumarsono et al., 2022). The concept-introduction approach adopted here, presenting digital archiving as a governance option responsive to participants' expressed challenges rather than as a mandated system, appears to have generated stronger receptivity than a top-down implementation approach would likely have produced.

The surfacing of this demand through facilitated dialogue rather than pre-planned content delivery suggests that need-responsive facilitation designs are particularly productive for identifying unmet capacity-building priorities in populations whose professional development has historically been confined to technical-clerical domains. For program designers working in comparable settings, this implies that building structured responsiveness into workshop design may yield richer diagnostic value alongside the intended competency outcomes. Future iterations of this program should therefore retain the need-responsive facilitation design while adding a structured digital archiving module as a pre-specified component, informed by the demand pattern documented here.

Blended Learning Design: Effectiveness and Limitations

The bridging task design appeared effective as a continuity mechanism: participants submitted completed bridging task documents before the offline workshop, and the task-generated problem scenarios enriched the collaborative activities. The connectivity and time-management challenges encountered during online sessions reflect a broader structural constraint on blended delivery in Indonesian junior secondary school contexts: TAS have limited autonomy over their daily schedules, and online participation competes directly with unrelenting administrative demands. This finding suggests that future iterations should consider compressed online delivery schedules or synchronous catch-up provisions to reduce the attrition risk that connectivity disruptions pose to program completeness.

Program Novelty and Implications for TAS Capacity-Building

Considered together, the findings suggest that a two-component designed intervention combining service-value reinforcement and collaborative competency development, within which need-responsive facilitation surfaced digital archiving literacy as an emergent third priority, produced outcomes across three distinct dimensions simultaneously: attitudinal, social-relational, and technical-cognitive. No comparable community service study targeting TAS identified in the literature has reported this three-dimensional outcome profile within a single program. The novelty lies not in any one component but in their integration: P3K values establish attitudinal orientation; team building generates relational capital; and need-responsive facilitation converts a latent operational need into a concrete development priority. Key limitations are consolidated in the Limitations subsection below. The program design offers a replicable model for TAS capacity-building in other Indonesian regencies with geographically dispersed junior secondary school networks.

Limitations

Several limitations qualify these findings. First, the instrument set comprised practitioner-developed tools without standardized measures of demonstrated reliability and construct validity, and no pre- and post-activity instruments were administered; attitudinal and relational change is therefore documented observationally rather than quantified, and participants' articulation of P3K values functions only as a Level 1 proxy for Level 2 learning. Second, participant feedback was predominantly oral, and facilitators recorded

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response patterns in field notebooks rather than collecting verbatim written responses, which narrows the evidentiary base for participant voice; structured written data collection with explicit verbatim recording is therefore recommended for subsequent iterations. Third, the three observers also designed and facilitated the program. Although the team used a pre-specified checklist, multiple observers, and a joint review session to limit confirmation bias, it did not conduct member checking, independent peer review, or an audit trail. Fourth, cross-school network formation and requests for implementation accompaniment are Level 3 leading indicators observed at the point of intervention, and their transfer to participants' schools remains unconfirmed without follow-up.

CONCLUSION

This community service activity achieved its three stated objectives. Participants demonstrated an enhanced attitudinal orientation toward P3K service values and their professional administrative responsibilities, with all four values articulated and connected to specific daily roles as observed consistently across discussion sessions. Structured team building generated observationally documented social-relational gains, including cross-school cohesion formation, voluntary leadership emergence, and the establishment of inter-institutional professional networks among TAS who had not previously shared a common forum. Need-responsive facilitation surfaced digital archiving literacy as an emergent third priority, producing the highest level of participant responsiveness of any content area, with 12 of 30 participants requesting technical implementation accompaniment at their respective schools, as recorded by facilitators in field notebooks, confirming digital document governance as an unmet and urgent capacity-building priority in the regency.

These outcomes suggest that a two-component designed intervention combining service-value reinforcement and collaborative competency development, within which need-responsive facilitation surfaces an emergent third priority, produces a three-dimensional outcome profile, attitudinal, social-relational, and technical-cognitive, that single-dimension programs cannot replicate. This finding carries a theoretical implication for community service program design: structured responsiveness to participant-expressed needs is not merely a facilitation technique but a generative mechanism that can surface unmet capacity-building priorities that pre-specified content would not have reached. Grounded in the competency standards of Permen Dikdasmen No. 21/2025, this design offers a replicable framework for TAS capacity-building in other Indonesian regencies with geographically dispersed junior secondary school networks.

Future iterations should address two sets of priorities. For practitioners and institutional stakeholders, the most immediate recommendation is technical digital archiving accompaniment at participant schools, alongside structured mechanisms to sustain the cross-school professional networks formed during the workshop. For subsequent program cycles and research, we recommend developing validated pre- and post-activity measurement instruments and a more robust credibility framework, including external observer involvement and member checking, to enable more rigorous assessment of attitudinal and relational change and support cross-study comparability.

AUTHOR'S NOTE

The authors declare no conflict of interest with respect to the publication of this article. The authors affirm that the data and content of this article are free from plagiarism. The authors thank the Sumedang Regency Education Office and the host junior secondary school in Sumedang Regency for their support and cooperation in conducting this community service activity.

https://doi.org/10.17509/dedicated.v4i2.850

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