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Direct supervision, technical competence, and work quality in school asset administration

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Abstract

Effective school asset management depends on both organizational support and employee competence. This study examines the contribution of supervisory supervision and technical competence to the work quality of assistant property administrators in senior high schools, vocational high schools, and special schools in West Sumatra Province. A quantitative correlational design was employed involving 194 assistant property administrators selected through stratified proportional random sampling. Data were collected using a structured questionnaire and analyzed through descriptive statistics, correlation analysis, and multiple regression. The findings indicate that supervisory supervision accounts for 13.4% of work quality, while technical competence accounts for 34.7%. Simultaneously, both variables explain 40.3% of the variance in work quality, with technical competence emerging as the stronger predictor. The results suggest that improving administrative performance requires not only effective supervision by school leaders but also continuous professional development to strengthen technical capabilities. The study contributes to educational management literature by highlighting the importance of integrating supervisory practices and competency development to improve accountability and effectiveness in school asset administration.

Keywords

Administration, school assets, supervision, technical competence, work quality,

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Introduction

Human resources are widely recognized as one of the most important determinants of organizational effectiveness. In educational institutions, achieving organizational goals depends not only on leadership and policies but also on the quality of personnel responsible for implementing administrative and operational functions. Effective human resource management contributes to improved organizational performance by ensuring that employees possess the competencies needed to perform their duties efficiently and responsibly (Armstrong, 2023; Dessler, 2020). Consequently, the quality of employees' work has become an important concern in educational management, particularly in administrative units that support educational service delivery.

In the education sector, school asset management is an essential component of institutional governance. Effective asset management ensures that educational facilities and infrastructure are properly recorded, maintained, and utilized to support teaching and learning activities. The responsibility for these administrative functions is often assigned to assistant property administrators, who play a strategic role in managing regional assets at the school level. Their duties include asset recording, inventory management, reporting, and compliance with government regulations governing public asset administration. Therefore, the quality of their work has significant implications for accountability, transparency, and organizational effectiveness.

The implementation of school asset management is regulated through the Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 7 of 2024 concerning the Management of Regional Assets. Under this regulation, assistant property administrators are responsible for receiving, storing, documenting, reporting, and accounting for regional assets. These responsibilities require not only administrative accuracy but also adequate technical competence to ensure compliance with established procedures and standards. In practice, however, many school asset administrators are teachers who simultaneously carry out instructional responsibilities, creating additional challenges in managing administrative duties effectively.

Technical competence has consistently been identified as an important factor influencing employee performance and work quality. Employees with adequate knowledge, skills, and problem-solving abilities are generally better able to complete tasks accurately and efficiently (Noe et al., 2021; Werner & DeSimone, 2022). In the context of school asset management, technical competence enables personnel to understand asset administration procedures, operate digital management systems, and adapt to changes in regulatory requirements. Without sufficient competence, the likelihood of administrative errors, inaccurate reporting, and inefficiencies in asset management increases substantially.

In addition to individual competence, supervisory practices also play a crucial role in shaping employee performance. Effective supervision provides direction, monitoring, support, and feedback that help employees perform their responsibilities in accordance with organizational expectations (Bush, 2022; Yukl, 2020). Within educational institutions, school principals serve not only as instructional leaders but also as supervisors responsible for ensuring that administrative functions operate effectively. Through regular monitoring and performance evaluation, supervisors can identify challenges, provide guidance, and promote continuous improvement in employee performance.

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Previous studies have reported positive relationships between technical competence, supervision, and employee performance. Research has shown that technical competence contributes significantly to employee effectiveness and work quality, while supervisory support enhances motivation, accountability, and organizational performance (Hajiali et al., 2022; Waldan, 2020). Despite these findings, most studies have focused on teachers, educational leadership, or general administrative personnel. Limited attention has been given to assistant property administrators, particularly within the context of school asset management in educational institutions.

Preliminary observations conducted at the West Sumatra Provincial Education Office identified several challenges in the performance of assistant property administrators. Interviews with administrative personnel indicated that inconsistencies in asset recording, reporting inaccuracies, and difficulties in managing asset data remain common concerns. These issues suggest that both supervisory practices and technical competence influence the quality of work performed by assistant property administrators. However, empirical evidence examining the contribution of these factors within educational institutions remains limited.

Therefore, this study aims to examine the contribution of supervisory supervision and technical competence to the work quality of assistant property administrators in senior high schools, vocational high schools, and special schools in West Sumatra Province. The findings are expected to contribute to the educational management literature by providing empirical evidence regarding factors that influence administrative effectiveness and accountability in school asset management.

Literature Review

Work quality in educational administration

Work quality has become an important indicator of organizational effectiveness because it reflects how well employees perform their assigned responsibilities and contribute to institutional objectives. In educational organizations, administrative personnel play a critical role in supporting accountability, transparency, and service delivery. High work quality is commonly associated with accuracy, efficiency, timeliness, and the ability to meet organizational standards (Robbins & Judge, 2023). Employees who consistently produce quality work contribute to smoother organizational processes and more effective institutional performance.

Recent studies suggest that work quality extends beyond task completion and includes employees' commitment to achieving organizational goals through responsible and professional behavior (Aguinis, 2023; Mathis et al., 2021). Within educational institutions, work quality is particularly important because administrative activities directly influence resource management, documentation, and operational services. School asset administrators, for example, are expected to maintain accurate records, ensure compliance with regulations, and provide reliable information to support decision-making processes. Failure to perform these functions effectively may result in administrative inefficiencies and reduced organizational accountability.

Work quality is generally assessed through indicators such as work accuracy, timeliness, efficiency, responsibility, and achievement of expected outcomes (Dessler, 2020). These indicators are especially relevant in school asset management, where employees must manage

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records systematically and comply with government regulations. Consequently, understanding the factors that influence work quality is essential for improving organizational performance within educational institutions.

Supervisory supervision and employee performance

Supervision is a fundamental management function that ensures organizational activities are carried out in accordance with established plans, policies, and standards. In educational institutions, supervision involves monitoring employee performance, providing guidance, evaluating outcomes, and offering constructive feedback to improve effectiveness (Bush, 2022). Effective supervision not only serves as a mechanism of control but also functions as a developmental process that supports employee growth and professional development.

Research has consistently shown that supervisory practices influence employee motivation, accountability, and performance outcomes. Employees who receive clear instructions, regular feedback, and continuous support are generally better able to perform their responsibilities effectively (Yukl, 2020). Through supervision, organizational leaders can identify performance gaps, provide corrective actions, and encourage employees to achieve expected standards.

Within schools, principals play a strategic role as direct supervisors of administrative personnel. Their responsibilities include ensuring compliance with procedures, monitoring work implementation, and facilitating professional development opportunities. According to Hallinger (2020), leadership and supervision are closely linked because both contribute to improving organizational effectiveness through performance management. In the context of school asset administration, effective supervision can help reduce reporting errors, improve administrative accuracy, and strengthen accountability. Therefore, supervisory supervision is expected to improve the work quality of assistant property administrators.

Technical competence and administrative effectiveness

Technical competence refers to the knowledge, skills, and abilities required to perform specific job responsibilities effectively. Competence is widely recognized as a key determinant of employee performance because it enables individuals to complete tasks accurately, solve problems efficiently, and adapt to organizational changes (Noe et al., 2021). In contemporary organizations, technical competence has become increasingly important due to technological advancements and the growing complexity of administrative processes.

Human Capital Theory holds that employee knowledge and skills constitute valuable organizational resources that directly contribute to performance and productivity (Becker, 2020). Employees with higher levels of competence are generally better able to meet work targets, maintain quality standards, and respond effectively to workplace challenges. Consequently, organizations frequently invest in training, professional development, and certification programs to strengthen employee competencies.

In the context of school asset administration, technical competence includes knowledge of asset management regulations, inventory procedures, reporting systems, and digital administrative applications. Assistant property administrators are expected to possess sufficient expertise to manage school assets in accordance with government regulations and organizational requirements. Research has demonstrated that employees with stronger

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technical competence tend to produce more accurate work outcomes and achieve higher performance levels (Werner & DeSimone, 2022). Therefore, technical competence is expected to play a significant role in improving the work quality of assistant property administrators and in supporting effective school governance.

Research Methodology

This study employed a quantitative, correlational research design. This approach was selected to examine the extent to which supervisory supervision and technical competence contribute to the work quality of assistant property administrators in senior high schools (SMA), vocational high schools (SMK), and special schools (SLB) in West Sumatra Province. A correlational design was considered appropriate because it enables researchers to identify relationships and contributions among variables based on empirical data collected from respondents.

The population consisted of all assistant property administrators working in SMA, SMK, and SLB throughout West Sumatra Province, totaling 194 individuals. Given the distribution of the population across different school levels and administrative regions, a stratified proportional random sampling technique was employed. This method was chosen to provide equal opportunities for all population members to be selected while maintaining proportional representation across strata, thereby ensuring that the sample accurately reflected the population's characteristics.

Data were collected using a structured questionnaire developed based on the indicators of each research variable. The work quality variable was measured through four indicators: self-potential, optimal work outcomes, work processes, and timeliness. The supervisory supervision variable was measured through indicators such as clear guidance, follow-up on work results, positive feedback, compliance with standard operating procedures, employee discipline, and periodic performance evaluations. Meanwhile, the technical competence variable was measured through indicators such as specialized knowledge, practical skills, problem-solving ability, work experience, adaptability to new technologies, certification, and formal education. All questionnaire items were assessed using a five-point Likert scale ranging from strongly agree to disagree strongly.

Prior to data collection, the research instrument underwent validity and reliability testing. Validity testing was conducted to ensure that each item accurately measured the intended construct. In contrast, reliability testing was conducted to assess the instrument's consistency in measuring the research variables. The results indicated that all instrument items met the required validity and reliability criteria and were therefore suitable for data collection.

Data analysis was conducted in two stages: descriptive and inferential. Descriptive analysis was used to describe the level of achievement for each variable using mean scores, percentages, and respondent achievement categories. Inferential analysis was then employed to test the research hypotheses. Before hypothesis testing, prerequisite tests were conducted, including tests of normality, homogeneity, and linearity. Hypothesis testing was performed using correlation and regression analyses, both partial and simultaneous, to determine the contributions of supervisory supervision and technical competence to the work quality of assistant property administrators. All statistical analyses were conducted using IBM SPSS Statistics Version 26 with a significance level of 0.05.

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This study was conducted in accordance with research ethics and confidentiality principles. All respondents were informed of the study's purpose and assured that their identities and responses would remain confidential. Consequently, the data obtained were expected to provide an accurate representation of the conditions related to supervisory supervision, technical competence, and the work quality of assistant property administrators in SMA, SMK, and SLB across West Sumatra Province.

Findings

Work quality of assistant personnel

The results of the study indicate that the work quality of assistant property administrators in senior high schools (SMA), vocational high schools (SMK), and special schools (SLB) in West Sumatra Province falls within the good category. Based on the analysis, the average work quality score was 127.58 out of a possible 160. This finding suggests that most assistant property administrators have been able to fulfill their assigned school asset management duties. Good work quality is reflected in the respondents' ability to perform asset administration tasks, maintain orderly inventory records, and complete their work in accordance with established procedures. Nevertheless, several aspects still require improvement to achieve a more optimal level of work quality.

Table 1. *Achievement level of work quality indicators*

Indicators	Percentage (%)	Categories
Self-Potential	80.9	Good
Optimal Work Results	80.0	Good
Work Process	79.0	Fair
Timeliness	78.8	Fair

Source: Research data, 2025.

Based on Table 1, the self-potential indicator achieved the highest score of 80.9%. This result indicates that assistant property administrators possess adequate confidence, capability, and readiness to perform school asset management duties effectively. The optimal work results indicator also achieved a strong score of 80.0%, indicating that most respondents can produce work that meets established targets and standards. However, the work process and timeliness indicators remain in the fair category. This condition suggests that challenges persist regarding work efficiency and task completion within the prescribed schedule. Therefore, efforts are needed to improve the effectiveness of work processes through coaching, training, and the development of more structured work systems to support the continuous improvement of assistant property administrators' work quality.

Technical competence of assistant property administrators

Technical competence refers to the ability of assistant property administrators to perform school asset management duties based on their knowledge, skills, and work experience. The findings indicate that the technical competence of assistant property

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administrators falls within the fair category, with an achievement level of 65.39% of the ideal score. This result suggests that although respondents possess sufficient technical skills to carry out their daily responsibilities, several competency areas still need strengthening to ensure that school asset management is conducted more professionally and accurately.

Table 2. *Achievement level of technical competence indicators*

Indicators	Percentage (%)	Categories
Specialized Knowledge	79.0	Fair
Practical Skills	81.9	Good
Problem-Solving Ability	80.8	Good
Work Experience	80.3	Good
Adaptation to New Technology	81.05	Good
Certification and Formal Education	79.4	Fair

Source: Research data, 2025.

Table 2 shows that practical skills achieved the highest score at 81.9%. This finding indicates that respondents are sufficiently skilled in carrying out technical tasks related to recording, reporting, and managing school assets. In addition, the ability to adapt to new technology also achieved a high score, suggesting that most assistant property administrators have successfully adjusted to information technology-based administrative systems.

However, the specialized knowledge indicator obtained the lowest score among all indicators. This finding highlights the need to strengthen respondents' understanding of regional government asset management regulations, asset administration procedures, and the use of asset management applications. Therefore, the implementation of regular technical training programs is essential to enhance the competence of assistant property administrators, enabling them to support more effective, efficient, and accountable school asset management practices.

Supervisory supervision of assistant property administrators

The results of the study indicate that supervisory supervision falls within the good category, with an achievement level of 80.69%. This finding suggests that school principals, as direct supervisors, have performed their supervisory functions effectively in overseeing assistant property administrators. The supervision activities include providing guidance, monitoring task implementation, evaluating work outcomes, and offering feedback on job performance. Effective supervision is essential to ensure that all school asset management processes are carried out in accordance with established regulations and procedures.

Table 3. *Achievement level of supervisory supervision indicators*

Indicator	Percentage (%)	Category
Provision of clear guidance	70.69	Fair
Follow-up on work results	80.0	Good
Provision of positive feedback	79.94	Good
Compliance with standard operating procedures (sops)	81.62	Good
Employee discipline	78.81	Fair
Periodic performance evaluation	82.0	Good

Source: Research data, 2025.

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According to Table 3, the periodic performance evaluation indicator achieved the highest score of 82.0%. This result indicates that school principals regularly evaluate the performance of assistant property administrators. In contrast, the provision of clear guidance indicators obtained the lowest score at 70.69%. This finding suggests that there is still a need to improve communication and provide clearer directions to assistant property administrators regarding their duties and responsibilities.

Effective supervision functions not only as a control mechanism but also as a developmental tool that can enhance employees' competencies and work quality. Therefore, strengthening communication, providing clear instructions, and offering constructive guidance are important strategies to improve the effectiveness of supervisory practices and support better performance among assistant property administrators.

Contribution of supervisory supervision to work quality

The results of the correlation analysis indicate that supervisory supervision has a positive effect on the work quality of assistant property administrators, with a correlation coefficient of 0.367 and a contribution of 13.4%.

This finding suggests that improvements in the quality of supervision provided by school principals are associated with higher work quality among assistant property administrators. Effective supervision enables supervisors to provide clear guidance, monitor task implementation, and offer constructive feedback necessary for performance improvement. However, the relatively modest contribution of 13.4% indicates that work quality is not determined solely by supervisory supervision. Other factors, such as technical competence, work motivation, professional experience, and organizational support, may have a greater influence on employees' work performance.

These results demonstrate that supervision serves as a supporting factor that helps ensure tasks are performed in accordance with established standards. Through effective supervision, errors in asset recording and reporting can be minimized, thereby improving the overall quality of work outcomes. Therefore, school principals should strengthen coaching, communication, and performance monitoring practices to ensure that supervisory functions have a greater impact on the quality of assistant property administrators' work.

Contribution of technical competence to work quality

The results of the study indicate that technical competence accounts for 34.7% of work quality, with a correlation coefficient of 0.589. This substantial contribution suggests that technical competence is a more dominant factor than supervisory supervision in influencing the work quality of assistant property administrators. Individuals who possess strong technical knowledge and skills are more likely to perform their duties accurately, efficiently, and in accordance with established asset management standards. Technical competence also enables employees to adapt to regulatory changes, use asset management applications effectively, and address the various challenges encountered in managing regional government assets.

These findings indicate that improvements in work quality can be achieved through the continuous development of technical competence. Training programs, workshops, technical mentoring, and professional certification are among the strategies that can enhance assistant

property administrators' capabilities. With adequate technical competence, assistant property administrators are likely to perform their duties with greater confidence and produce higher-quality asset reports and administrative records.

Contribution of supervisory supervision and technical competence to work quality

The results of the multiple regression analysis indicate that supervisory supervision and technical competence simultaneously account for 40.3% of the work quality of assistant property administrators, with a multiple correlation coefficient of 0.635.

Table 4. *Summary of hypothesis testing results*

Variable	r	Contribution (%)
Supervisory Supervision → Work Quality	0.367	13.4
Technical Competence → Work Quality	0.589	34.7
Supervisory Supervision and Technical Competence → Work Quality	0.635	40.3

Source: Research data, 2025.

These findings indicate that the work quality of assistant property administrators is jointly influenced by supervisory supervision and technical competence. Effective supervision provides guidance, direction, and control over task implementation, while technical competence equips employees with the knowledge and skills to perform their responsibilities. The combination of these two factors produces a greater impact on work quality than either factor does individually.

Nevertheless, 59.7% of the variation in work quality remains unexplained by the variables included in this study, suggesting that other factors also contribute to employee performance. These factors may include work motivation, work environment, job satisfaction, professional experience, organizational support, and organizational culture. Therefore, efforts to improve the quality of work of assistant property administrators should be implemented comprehensively by strengthening supervisory practices, enhancing technical competence, and developing other supporting factors. Such efforts can contribute to more orderly, accountable, and effective school asset management, ultimately supporting the achievement of educational goals.

Discussions

Supervisory supervision and the work quality of assistant property administrators

The findings indicate that supervisory supervision makes a positive contribution to the work quality of assistant property administrators, accounting for 13.4% of the variance in work quality. This result suggests that the more effective the supervision provided by school principals, the higher the quality of work performed by assistant property administrators in carrying out school asset management responsibilities. Although its contribution is not as substantial as technical competence, supervision remains an important factor in ensuring tasks are performed in accordance with established standards and procedures.

In the context of school asset management, supervision functions not only as a control mechanism but also as a developmental tool that helps assistant property administrators understand their responsibilities more effectively. School principals who actively provide guidance, monitor task implementation, and evaluate work outcomes can help reduce administrative errors and improve the accuracy of asset reporting. This finding is consistent with Yukl (2020), who argued that effective supervision enhances role clarity, reduces job uncertainty, and promotes higher levels of performance.

The findings also reveal that the periodic performance evaluation indicator achieved the highest score, while the provision of a clear guidance indicator obtained the lowest score. This condition suggests that school principals are relatively consistent in evaluating assistant property administrators' performance; however, communication regarding task instructions and expectations still needs improvement. Clear guidance is a critical factor in enhancing employee effectiveness, particularly in positions that require administrative accuracy and regulatory compliance (Robbins & Judge, 2023).

The relatively lower contribution of supervision, compared with other variables, indicates that work quality is influenced not only by external factors such as supervision but also by employees' internal capabilities (Lee & Kusumah, 2020). Therefore, effective supervision should be combined with competency development strategies to achieve a greater impact on work quality.

The findings further suggest that consistent supervision can foster a more organized and accountable work culture. In school asset management, the school principal, as the direct supervisor, plays a strategic role in ensuring that administrative procedures are implemented in accordance with applicable regulations. When assistant property administrators receive clear guidance, adequate support, and continuous evaluation, they are better able to understand and achieve expected performance standards. Conversely, weak supervision may lead to recording errors, delays in reporting, and lower accountability in asset management practices. Therefore, supervision should be viewed not only as a control mechanism but also as a learning tool that promotes continuous improvement in work quality. These findings support the view that the quality of supervision provided by leaders significantly influences employee effectiveness in achieving organizational goals (Bush, 2022; Northouse, 2021).

Technical competence and the work quality of assistant property administrators

The findings indicate that technical competence accounts for 34.7% of the work quality of assistant property administrators. This substantial contribution demonstrates that technical competence is a more dominant factor than supervisory supervision in determining the work quality of assistant property administrators.

This finding can be understood given that the duties of assistant property administrators are directly related to technical activities, such as asset recording, inventory management, report preparation, and the use of regional asset management applications. These activities require adequate knowledge, skills, and technical abilities to ensure that tasks are completed accurately and efficiently. Individuals with strong technical competence are generally better able to understand work procedures, solve emerging problems, and adapt to changes in regulations and technologies used in asset management.

This finding supports Vathanophas (2007), which holds that competence is an underlying characteristic of an individual directly associated with effective job performance.

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Technical competence is a fundamental asset that enables employees to produce high-quality work by equipping them to perform tasks in accordance with established standards.

Furthermore, the results reveal that practical skills and adaptability to technology achieved the highest scores among all technical competence indicators. This suggests that most assistant property administrators can carry out operational tasks effectively. However, the specialized knowledge indicator scored relatively lower than the other indicators. This condition indicates a need to enhance employees' understanding of regional asset management regulations, inventory procedures, and asset reporting requirements in accordance with current regulations.

The findings are also consistent with the study by Noe et al. (2021), which concluded that improving technical competence through training and professional development significantly enhances employee performance quality. Therefore, strengthening technical competence should be a priority for the West Sumatra Provincial Education Office to improve the quality of school asset management continuously.

The substantial contribution of technical competence to work quality demonstrates that successful school asset management largely depends on individuals' ability to understand and perform the technical responsibilities assigned to them. Assistant property administrators with adequate competence are better able to conduct inventory activities, record and code assets, and prepare reports accurately and on time. Moreover, the increasing use of digital administrative systems requires assistant property administrators to continuously update their knowledge and skills to adapt to various asset management applications implemented by local governments.

From a human resource development perspective, enhancing technical competence represents a long-term investment that not only improves individual work quality but also strengthens overall organizational effectiveness. Therefore, the implementation of continuous training programs, technical guidance, and professional certification should become strategic priorities to enhance the professionalism of assistant property administrators in carrying out their duties (Dessler, 2020; Werner & DeSimone, 2022).

Joint contribution of supervisory supervision and technical competence to work quality

The results of the analysis indicate that supervisory supervision and technical competence jointly contribute 40.3% to the work quality of assistant property administrators. This finding suggests that work quality results from an interaction between organizational and individual factors.

Effective supervision provides guidance, control, and evaluation of work implementation, while technical competence provides the knowledge and skills necessary to perform tasks correctly. When these two factors are present simultaneously, the resulting work quality tends to be higher than when only one factor functions optimally.

This finding supports the human resource management perspective, which argues that a combination of ability and organizational support influences employee performance. According to Armstrong (2023), employees with high levels of competence are more likely to achieve optimal performance when they receive adequate guidance, coaching, and support from their work environment. Conversely, high competence alone does not necessarily lead to maximum performance if an effective supervisory system does not support it.

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In the context of school asset management, assistant property administrators require technical competence to understand asset administration procedures. In contrast, school principals play a crucial role in ensuring that all asset management activities comply with applicable regulations. The synergy between these two factors is essential for creating transparent, accountable, and efficient asset governance.

Nevertheless, the findings also indicate that factors outside the research model explain 59.7% of the variation in work quality. These factors may include work motivation, organizational culture, job satisfaction, work environment, professional experience, the availability of supporting facilities, and organizational commitment (Majid et al., 2020). Therefore, future research should examine these variables to provide a more comprehensive understanding of the factors influencing the work quality of assistant property administrators.

The greater simultaneous contribution compared to the individual contribution of each variable suggests a complementary relationship between supervision and technical competence. Assistant property administrators who possess high levels of competence require guidance and support from supervisors to utilize their capabilities fully. Likewise, effective supervision alone will not produce optimal work quality if employees lack the necessary skills to perform their duties. Therefore, efforts to improve work quality should adopt an integrated approach that strengthens individual capacity while simultaneously developing an effective supervisory system.

This approach is consistent with performance management theories that emphasize aligning employee capabilities with organizational support to achieve superior performance. Consequently, the success of school asset management is determined not only by individual factors or organizational factors independently, but by the synergy between the two in supporting effective, efficient, and accountable task implementation (Aguinis, 2023; Mathis et al., 2021).

Research implications

The findings of this study provide practical implications for the West Sumatra Provincial Education Office and school administrators. Efforts to improve the work quality of assistant property administrators should not focus solely on strengthening supervisory systems but also emphasize enhancing technical competence through continuous training programs, asset management workshops, guidance on the use of inventory management applications, and relevant professional certification programs. In addition, school principals should improve communication quality and provide clearer guidance to assistant property administrators to ensure tasks are carried out more effectively.

The findings also offer theoretical implications, suggesting that a single factor cannot explain the quality of work by assistant property administrators. Work quality results from interactions between individual and organizational factors that influence one another. Therefore, strategies to improve work quality should be designed holistically, considering competence, supervision, work motivation, and organizational support. A comprehensive approach will help schools establish more professional, transparent, and accountable asset management systems, thereby supporting the effectiveness and sustainability of educational service delivery.

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Conclusion

This study found that the work quality of assistant property administrators in senior high schools (SMA), vocational high schools (SMK), and special schools (SLB) in West Sumatra Province falls within the satisfactory category. This finding indicates that assistant property administrators generally have the capacity to perform duties related to managing school assets in accordance with their assigned responsibilities. However, several aspects of work processes and timeliness still require improvement to achieve a higher level of work quality.

The study also demonstrates that supervisory supervision contributes positively to the work quality of assistant property administrators. Although its contribution is relatively smaller than that of technical competence, effective supervision remains essential in guiding, controlling, and evaluating task implementation to ensure that work is carried out in accordance with established standards. This finding highlights the strategic role of school principals in creating a work environment that supports continuous improvement in employee performance through ongoing supervision.

Furthermore, technical competence was found to make a greater contribution to the quality of work for assistant property administrators. Mastery of knowledge, technical skills, problem-solving abilities, and adaptability to technological developments are important factors supporting the successful implementation of responsibilities for managing school assets. These findings suggest that improvements in work quality depend significantly on the technical capabilities possessed by assistant property administrators in performing their duties professionally.

Simultaneously, supervisory supervision and technical competence were found to make a significant contribution to the work quality of assistant property administrators. This result indicates that work quality is influenced not only by individual and organizational factors independently, but also by their interaction. Therefore, efforts to improve work quality should focus on strengthening technical competence while simultaneously establishing effective supervisory systems. Such efforts may include continuous training programs, technical assistance, structured performance evaluations, and improvements in the quality of school principal supervision. Through these measures, school asset management can be conducted in a more orderly, accountable, and effective manner, thereby supporting sustainable educational development in West Sumatra Province.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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