

Implementing *Pawongan* to Foster Collaboration between Teachers and Educational Staff at SMKN 1 Jonggat

Heny Afriyanti^{1✉}, Ida Bagus Putra Arnyana²
(1,2) Universitas Pendidikan Ganesha, Bali, Indonesia

✉ Corresponding author
henyafriyanti79@gmail.com

Received: 15-08-2026 | Revised: 15-09-2026 | Accepted: 30-09-2026

ABSTRACT

This study examines the role of *pawongan* in fostering collaboration between teachers and educational staff at SMKN 1 Jonggat, Central Lombok, Indonesia. It employed a qualitative descriptive-analytic case study design involving three purposively selected informants: the principal, a teacher, and an administrative staff member. Data were analyzed to identify collaborative practices, the enactment of *pawongan* values, and factors influencing collaboration. The findings indicate that collaboration is reflected in academic and administrative services, school activity planning, information management, and joint problem-solving. The values of *pawongan* are manifested through mutual respect, trust, care, recognition of role differences, and reciprocal assistance. However, collaboration is constrained by overlapping workloads, limited coordination time, inadequate facilities and information systems, and delays in data submission. This study contributes a context-specific perspective on *pawongan* as an interpretive framework for understanding workplace collaboration in vocational education. The findings are limited to one school and three informants.

Penelitian ini bertujuan menganalisis peran pawongan dalam membangun kolaborasi antara guru dan tenaga kependidikan di SMKN 1 Jonggat, Kabupaten Lombok Tengah, Indonesia. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif-analitis. Informan terdiri atas tiga orang yang dipilih secara purposif, yaitu kepala sekolah, seorang guru, dan seorang tenaga administrasi. Data dianalisis untuk mengidentifikasi praktik kolaborasi, penerapan nilai-nilai pawongan, serta faktor-faktor yang memengaruhi kolaborasi. Hasil penelitian menunjukkan bahwa kolaborasi terwujud dalam pelayanan akademik dan administrasi, perencanaan kegiatan sekolah, pengelolaan informasi, serta penyelesaian masalah bersama. Nilai pawongan tercermin dalam sikap saling menghormati, kepercayaan, kepedulian, pengakuan terhadap perbedaan peran, dan bantuan timbal balik. Kolaborasi masih menghadapi kendala berupa beban kerja yang tumpang tindih, keterbatasan waktu koordinasi, fasilitas dan sistem informasi yang belum memadai, serta keterlambatan penyampaian data. Temuan ini memberikan perspektif kontekstual mengenai pawongan sebagai kerangka interpretatif untuk memahami kolaborasi di lingkungan pendidikan kejuruan.

Keywords: collaboration, educational staff, *tri hita kirana*, *pawongan*, teachers

Introduction

Schools are educational organizations whose effectiveness depends not only on the quality of classroom instruction but also on the ability of organizational members to collaborate in supporting educational services. Teachers are responsible for planning and delivering instruction and assessing learning outcomes, whereas educational support personnel, particularly administrative staff, manage student records, correspondence, documentation, and other administrative services that sustain school operations. Although these groups perform different functions, their responsibilities are interdependent. Article 39 of Indonesia's Law No. 20 of 2003 on the National Education System establishes the responsibilities of educational personnel in administration, management, development, supervision, and technical services supporting educational processes. In vocational secondary schools, this interdependence

becomes particularly important because practical instruction, competency assessment, and school programs require accurate and timely administrative support. Collaboration between teachers and administrative staff should therefore be understood not merely as a division of tasks but as an interactive process involving communication, coordination, shared responsibility, and recognition of each party's contribution to educational objectives.

This understanding of collaboration is closely related to the concept of professional learning communities, which emphasizes shared vision, collective learning, reflection on practice, and organizational structures that facilitate interaction among members. Admiraal et al. (2021) highlight the importance of school-based support for teachers' professional development, while Hord (1997) identifies supportive organizational conditions and collegial relationships as important components of professional learning communities. From a relational perspective, Bryk and Schneider (2002) explain that trust constitutes an important resource for school improvement and develops through respect, personal regard, competence, and integrity. Studies by Steh et al. (2023) on teacher-school counselor collaboration and Paju et al. (2022) on collaboration in inclusive education further demonstrate the importance of interprofessional relationships in educational practice. Nevertheless, collaboration between teachers and administrative staff warrants specific attention because it connects pedagogical responsibilities with administrative requirements. Such relationships are shaped not only by formal task allocation but also by how individuals communicate, recognize one another's constraints, and address shared problems. Structural and relational perspectives should therefore be considered together to understand the dynamics of collaboration within school organizations.

Tri Hita Karana provides a cultural perspective for examining the relational dimension of school collaboration. This framework encompasses *parahyangan* (harmony with God), *pawongan* (harmony among human beings), and *palemahan* (harmony with the environment). The present study focuses on *pawongan* because it offers a relevant analytical perspective for interpreting social relationships, respect for differences, and reciprocity in the workplace. Atmadja (2019, as cited in Affandi et al., 2022) describes fundamental values of *pawongan* that include compassion, intellectual development, respect, recognition of diversity, complementarity of status and roles, and balanced giving and receiving, known as *cakra yadnya*. These values can inform an examination of how care, recognition of colleagues' contributions, acceptance of differences, and mutual assistance are reflected in collaborative practices. Affandi et al. (2022) have conceptually connected *pawongan* with the development of professional learning communities for teachers. In the present study, however, *pawongan* is not treated as a formal policy that the school is presumed to have adopted. Rather, it serves as an analytical lens for interpreting workplace relationships on the basis of empirical evidence. This distinction is necessary to avoid automatically attributing harmonious behavior to a particular cultural value without considering the context and experiences of the individuals involved.

Previous studies on Tri Hita Karana and *pawongan* have established a foundation for understanding the relevance of harmonious values in educational settings. Paramitasari et al. (2025), for example, examined the implementation of Tri Hita Karana values in strengthening character and twenty-first-century competencies in a junior secondary school, while Suparni (2024) discussed *pawongan* values in students' collaborative activities. Meanwhile, Affandi et al. (2022) conceptually mapped the relationship between *pawongan* and the principles of professional learning communities for teachers. These studies demonstrate the relevance of harmonious relationships to understanding social interactions in schools, but they do not specifically explain how *pawongan* can be interpreted in working relationships between

teachers and administrative staff. This gap matters because the two groups interact through interdependent activities, including grade and report processing, document management, school event implementation, information exchange, and the resolution of administrative difficulties. In addition to interpersonal relationships, sustained collaboration depends on time availability, clear task allocation, facilities, and coordination mechanisms. Accordingly, this study extends the use of pawongan as an interpretive framework for understanding cross-role collaboration in a vocational school while examining the relationship between relational values and the structural conditions that shape collaborative practices.

This research gap provides the basis for examining collaborative practices at SMKN 1 Jonggat, a vocational secondary school in Central Lombok, West Nusa Tenggara, Indonesia. The study focuses on working relationships between teachers and administrative staff in the delivery of school activities and services. This setting offers an opportunity to understand how collaboration takes place through communication, the distribution of responsibilities, respect for differences, and joint problem-solving. Examining pawongan in a school outside Bali also allows the concept to be explored as an interpretive framework without assuming that all school members are familiar with or have formally adopted it. Using a qualitative approach and a case study design, the research seeks to understand collaborative practices within the organizational context in which they occur (Creswell & Poth, 2018). The analysis does not aim to establish the universal applicability of pawongan but to identify patterns of workplace relationships that can be interpreted through this framework on the basis of informants' accounts and the available research evidence. The study involves the principal, one teacher, and one administrative staff member selected purposively. Consequently, the findings are context-specific and are not intended to represent all vocational schools. This limitation should be considered when interpreting the results and assessing their potential relevance to other schools with different organizational and cultural characteristics.

In response to the identified problem and research gap, this study aims to identify and interpret collaborative practices between teachers and administrative staff at SMKN 1 Jonggat through the perspective of pawongan. Specifically, it addresses three research questions: what forms of collaboration occur between teachers and administrative staff in the delivery of school activities and services; how pawongan values can be interpreted in these collaborative practices; and what factors support or hinder sustained collaboration between the two groups. These objectives position pawongan as an interpretive framework for understanding social practices rather than as a variable to be measured or a program whose effectiveness is evaluated. Conceptually, the study seeks to extend discussions of educational collaboration by examining relationships between educators and educational support personnel while providing an empirical account of the use of pawongan as an analytical perspective in a vocational school outside Bali. Practically, the findings may inform school leaders' efforts to strengthen cross-role communication, develop a culture of mutual respect, and establish coordination mechanisms suited to organizational needs. These contributions remain bounded by the case study design; further research across schools and cultural contexts is therefore needed to broaden understanding of the relationships among harmonious values, organizational structures, and educational collaboration.

Methods

This study employed a qualitative descriptive-analytic approach with a case study design to examine collaboration between teachers and administrative staff at SMKN 1 Jonggat. This

approach was selected to explore collaborative practices, workplace relationships, and factors influencing cooperation within a specific institutional context (Creswell & Poth, 2018). The research was conducted in August–September 2026 at SMKN 1 Jonggat, Jonggat District, Central Lombok Regency, West Nusa Tenggara, Indonesia. Three informants were purposively selected based on their direct involvement in school operations, comprising the principal (W1), one teacher (W2), and one administrative staff member (W3). These participants represented different professional perspectives relevant to the research objectives, while the use of codes ensured consistency and confidentiality in reporting their accounts.

Data were collected through semi-structured interviews guided by questions concerning three principal areas: collaboration between teachers and administrative staff, the manifestation of *pawongan* values in workplace relationships, and factors supporting or constraining collaboration. The researcher served as the primary research instrument, using interview guides to maintain consistency while allowing participants to explain their experiences and provide relevant examples. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014), encompassing data condensation, data display, and conclusion drawing and verification. Interview transcripts were organized, coded, and categorized according to the research objectives. The analysis focused on forms of collaboration, relational values associated with *pawongan*, and organizational or interpersonal factors influencing cooperation. The categorized data were subsequently compared across informants to identify recurring patterns, differences in perspectives, and relationships between collaborative practices and workplace conditions.

The credibility of the interpretation was strengthened through cross-informant comparison involving the principal, teacher, and administrative staff member. This process enabled the researcher to examine the consistency of reported experiences while acknowledging differences arising from the participants' respective professional responsibilities. Conclusions were developed by relating the identified patterns to the research questions and conceptual framework. However, the comparison was limited to interview accounts and did not constitute triangulation across different data collection techniques. The findings were therefore interpreted within the boundaries of the study's methodological design, particularly the involvement of three informants and its focus on a single school. These limitations were considered when formulating conclusions to ensure that the interpretation remained grounded in the available evidence and did not extend beyond the scope of the research.

Result

The findings are based on semi-structured interviews with three informants at SMKN 1 Jonggat: W1 (principal), W2 (teacher), and W3 (administrative staff member). The analysis focused on three areas: forms of collaboration between teachers and administrative staff, the enactment of *pawongan* values in workplace relationships, and factors perceived to support or constrain collaboration. The findings are presented in three thematic sections. Comparisons among informants were used to identify converging perspectives and differences in their accounts.

1. Forms of Collaboration between Teachers and Administrative Staff

The interviews identified five interconnected areas of collaboration: academic and administrative services, planning and decision-making, school activities, communication and coordination, and joint problem-solving. These activities indicate that teachers and

administrative staff perform different but interdependent responsibilities in supporting school operations.

Table 1. Forms of Collaboration between Teachers and Administrative Staff

Area	Findings from the interviews	Informants
Academic and administrative services	Teachers submit student grades and relevant information, while administrative staff check completeness, clarify missing data, process information, and prepare reports.	W1, W2, W3
Planning and decision-making	Decisions are discussed in meetings. Administrative staff participate in selected meetings and provide input on document readiness and implementation schedules.	W1, W3
School activities	Teachers coordinate activity areas, while administrative staff support documentation, administrative arrangements, and financial administration. Tasks are allocated before activities and evaluated afterward.	W1, W2, W3
Communication and coordination	Communication takes place through direct interaction, messaging groups, beginning-of-semester meetings, and brief coordination meetings.	W1, W2, W3
Joint problem-solving	Delays in data submission and other coordination difficulties are addressed through direct discussion, agreed deadlines, and referral to school leadership when necessary.	W1, W2, W3

The findings indicate that collaboration between teachers and administrative staff is an integral component of school administration, particularly in the preparation of student report cards and the management of academic records. W3 provided a detailed account of the process, explaining that teachers are responsible for submitting student grades, while administrative staff verify the completeness of the submitted information and contact teachers whenever discrepancies or missing data are identified. Once the information has been confirmed, administrative staff proceed with data entry and report printing, after which homeroom teachers review the documents before they are distributed to students. W1 described a comparable workflow, reinforcing the view that report-card preparation requires coordinated contributions from multiple school personnel. In addition to academic records, W2 identified grade entry, the preparation of assignment letters, student data management, and the organization of school activities as other areas in which cooperation is essential. Beyond routine administrative procedures, collaboration also extends to planning, decision-making, and the implementation of institutional programs. According to W1, decisions are generally reached through deliberation during meetings, although administrative staff participation depends on the nature of the issues being discussed. Their involvement is particularly relevant when decisions require administrative documentation, the availability of accurate institutional data, or the coordination of schedules. W3 similarly confirmed participation in selected meetings and committees, especially those involving document management and secretarial responsibilities. The principal further explained that the distribution of duties is established through formal assignments and agreements reached during meetings. These findings demonstrate that collaboration is organized around the interdependence of institutional functions, with the scope of staff participation shaped by their respective responsibilities and the administrative requirements of each activity.

Collaboration becomes particularly visible during the implementation of annual school programs and other institutional activities, which require teachers and administrative staff to contribute different but complementary forms of expertise. W2 explained that teachers generally coordinate specific activity areas, whereas administrative personnel support implementation through documentation, administrative arrangements, and financial management. Responsibilities are allocated at the beginning of each activity to clarify individual duties and facilitate coordination throughout the implementation process. Following

completion, the activities are evaluated to identify achievements, challenges, and aspects requiring improvement. This arrangement suggests that effective collaboration depends not only on the division of responsibilities but also on the alignment of tasks and the shared commitment of personnel to institutional objectives. Communication serves as the principal mechanism for maintaining this coordination. The informants described several communication channels, including face-to-face discussions in the teachers' room or administrative office, messaging groups, meetings at the beginning of each semester, and brief consultations concerning immediate operational needs. W2 noted that communication tends to intensify when report-card preparation approaches its deadline or when major school events require substantial administrative support. Nevertheless, all three informants emphasized the need for more regularly scheduled coordination. This shared observation indicates that, although existing communication practices enable personnel to respond to immediate needs, coordination remains substantially dependent on situational demands. Establishing a more consistent communication schedule could therefore strengthen information exchange, clarify responsibilities at an earlier stage, and reduce the likelihood of administrative delays. In this context, collaboration should be understood not merely as the exchange of information but as an ongoing organizational process that connects planning, task implementation, monitoring, and evaluation.

The findings further reveal that the resolution of administrative problems generally relies on direct communication, mutual understanding, and the gradual involvement of school leadership when necessary. Delays in submitting student data emerged as a particular challenge because incomplete or late information can disrupt subsequent administrative procedures, including data entry, report printing, and the distribution of student report cards. W1 explained that when such problems occur, the relevant parties are brought together to discuss the circumstances, clarify the causes of the delay, and negotiate an appropriate solution. W2 indicated that unresolved issues may be referred to the vice principal or principal, while W3 described explaining the situation and seeking assistance from school leadership when individual efforts are insufficient. These accounts suggest that the school applies a predominantly informal, stepwise approach to problem-solving, beginning with direct communication between the personnel concerned and progressing to managerial intervention when an agreement cannot be reached. Such an approach provides flexibility in addressing operational difficulties and allows those directly involved to resolve problems without immediately escalating every issue to senior management. However, its effectiveness may depend on the willingness of personnel to communicate openly, comply with agreed deadlines, and accept shared responsibility for administrative outcomes. The findings therefore highlight the importance of complementing interpersonal coordination with clearer procedures, consistent monitoring of task completion, and regular evaluation of collaborative practices. By integrating direct communication with structured coordination mechanisms, the school could improve administrative efficiency, minimize recurring delays, and strengthen the relationship between instructional and administrative functions in supporting the overall quality of school services.

2. The Enactment of *Pawongan* Values in Collaborative Workplace Relationships

The interview data were interpreted using five *pawongan*-related dimensions identified in the original study: care and trust, mutual respect, recognition of diversity, complementarity of roles, and balanced reciprocity (*cakra yadnya*). These dimensions provide an analytical

framework for examining the relational practices described by the informants. They do not establish that the school has formally adopted *pawongan* as an institutional policy.

Table 2. *Pawongan* Values and Their Manifestations in Collaboration

Value	Manifestations in workplace relationships	Supporting interview accounts
Care and trust	Consideration of colleagues' workloads, flexibility when difficulties arise, and willingness to listen to concerns.	W2 described flexibility regarding delays and understanding of service queues; W1 described bringing teachers and staff together to resolve data problems; W3 stated that staff opinions were heard.
Mutual respect	Greeting colleagues, expressing appreciation, explaining procedures patiently, and recognizing the importance of different responsibilities.	W1 emphasized greeting and respecting colleagues; W2 described receiving patient explanations; W3 reported being greeted and thanked.
Recognition of diversity	Treating differences in background, age, religion, and ability as normal and supporting inclusive participation.	W1 described differences as normal; W2 referred to inclusive school activities; W3 reported that staff were not differentiated on the basis of background.
Complementarity of roles	Recognizing that teachers and administrative staff have different but equally important responsibilities.	W2 described teachers as focusing on teaching and staff as supporting administration; W3 emphasized the importance of both roles.
Balanced reciprocity (<i>cakra yadnya</i>)	Providing assistance across professional roles, including when colleagues face workload pressures or practical difficulties.	W2 described assistance with examination materials and grading formats; W3 described teachers helping deliver documents when administrative workloads were heavy.

Care, trust, and mutual respect emerged as important dimensions of interpersonal relationships between teachers and administrative staff. W2 explained that administrative staff demonstrated flexibility when teachers experienced legitimate difficulties in submitting required documents, while teachers also showed understanding when administrative services were delayed because of queues or heavy workloads. W1 described facilitating discussions between teachers and administrative staff to address difficulties and identify mutually acceptable solutions, whereas W3 emphasized that staff members were given opportunities to express their opinions. These accounts suggest that workplace challenges were not always approached through blame or rigid enforcement but could be addressed through consideration, dialogue, and an understanding of colleagues' circumstances. Mutual respect was also reflected in everyday interactions, including greeting colleagues, acknowledging their responsibilities, providing patient services, offering explanations, and expressing appreciation. W1 emphasized the importance of demonstrating respect through consistent daily conduct, while W2 and W3 described similar experiences of courteous and supportive interactions. Furthermore, the informants expressed an orientation toward recognizing diversity through inclusive participation in school activities and respect for religious holidays. W1 regarded differences among individuals as a normal aspect of organizational life and indicated that responsibilities were allocated according to individual capabilities. W2 and W3 likewise referred to participation in school activities involving individuals from different backgrounds. Taken together, these findings indicate that care, trust, respect, and recognition of diversity were reflected in the informants' accounts of workplace relationships. Nevertheless, these accounts primarily represent their reported experiences and perceptions; they do not independently establish that all interactions are consistently inclusive or entirely free from discriminatory practices.

Complementarity of roles and balanced reciprocity further illustrated how interpersonal relationships were expressed through everyday administrative practices. W1 explained that teachers primarily concentrate on instructional activities, whereas administrative staff support school operations through data management, correspondence, and financial administration.

W2 and W3 similarly emphasized that teachers and administrative personnel perform different but equally important functions in maintaining institutional effectiveness. This division of responsibilities reflects the interdependence of instructional and administrative work, in which the effective performance of one function often depends on support from another. However, W2 acknowledged that boundaries between professional roles could become more apparent when communication was inadequate, indicating that differentiated responsibilities do not automatically guarantee effective cooperation. Reciprocity was particularly evident when individuals provided assistance beyond their formal duties. W2 described instances in which administrative staff helped duplicate examination materials outside regular working hours, while teachers explained grading formats to facilitate accurate data entry. W3 also reported that teachers sometimes assisted in delivering documents when administrative staff faced substantial workloads. These examples demonstrate that cooperation extended beyond the formal allocation of tasks and was supported by a willingness to respond to colleagues' needs. Such reciprocal assistance may strengthen interpersonal trust, reduce operational burdens, and facilitate the completion of shared institutional responsibilities. Nevertheless, the informants' accounts suggest that these practices frequently depended on individual initiative rather than clearly established organizational arrangements. Consequently, sustaining positive workplace relationships requires not only personal goodwill but also effective communication, clear role expectations, and institutional practices that encourage equitable cooperation without creating excessive or unrecognized workloads.

3. Factors Supporting and Constraining Collaboration

The informants identified open communication, supportive leadership, clear task allocation, mutual respect, and a willingness to help colleagues as factors supporting collaboration. They also described overlapping deadlines, workload pressures, limited time, constraints in facilities and data systems, and delayed information submission as difficulties affecting coordination.

Table 3. Factors Supporting and Constraining Collaboration

Category	Factor	Evidence from interviews
Supporting	Open communication	W1 referred to open communication, meetings, and messaging groups; W3 also emphasized group communication.
Supporting	Supportive leadership	W1 described efforts to treat teachers and staff fairly; W2 identified leadership support as helpful.
Supporting	Clear task allocation	W1 referred to formal task assignments and task descriptions as the basis for allocating responsibilities.
Supporting	Mutual assistance and respect	W2 and W3 identified mutual assistance, respectful conduct, and friendly communication as supporting collaboration.
Constraining	Overlapping deadlines and heavy workloads	W1 and W3 described increased pressure when deadlines coincided.
Constraining	Limited time for coordination	W1 and W2 identified the difficulty of coordinating administrative responsibilities alongside teaching schedules.
Constraining	Facilities and data-system limitations	W1 and W3 referred to limitations in facilities, network access, and information systems.
Constraining	Delayed data and last-minute requests	W1 identified delayed submissions as a source of difficulty, while W3 referred to occasional last-minute requests.

The findings indicate that effective collaboration between teachers and administrative staff is supported by communication, mutual assistance, fair leadership, and a clear distribution of responsibilities. All three informants identified communication and collegial support as important factors in maintaining cooperative working relationships. W1 additionally emphasized the importance of clearly defined tasks and leadership practices that treat instructional and administrative personnel equitably. W2 highlighted the role of communication

and managerial support in facilitating administrative services, whereas W3 emphasized friendly interactions and assistance among colleagues. Despite these supporting factors, the informants identified several organizational and operational constraints that could hinder collaboration. W1 described heavy workloads arising from overlapping deadlines, inadequate facilities and data-management systems, and teachers' competing instructional responsibilities. W2 similarly pointed to limited time, the accumulation of administrative tasks, and inadequate data-management facilities, while W3 emphasized simultaneous deadlines, workload pressures, network accessibility, and limitations in information systems. In addition, delays in submitting student data were identified as a recurring source of disagreement because they could disrupt interconnected administrative processes. These findings suggest that collaborative difficulties cannot be attributed solely to interpersonal relationships; rather, they also reflect structural limitations, competing professional demands, and weaknesses in administrative coordination. Accordingly, improving collaboration requires attention to both the quality of workplace interactions and the organizational conditions that enable personnel to perform their responsibilities effectively.

The informants proposed several improvements that reflected their shared concerns regarding coordination, administrative efficiency, and institutional support. W1 recommended establishing more regular coordination meetings, clarifying task allocation, improving data-management facilities, and providing opportunities for professional development. W2 emphasized scheduled coordination, more accessible data-management systems, and the maintenance of positive interpersonal relationships, while W3 highlighted the importance of consistent communication, timely data submission, and improved administrative facilities. The convergence of these recommendations indicates that the informants regarded structured communication and adequate administrative resources as complementary priorities for strengthening collaboration. A comparison of their accounts further revealed common experiences concerning the report-card preparation process, the complementary responsibilities of teachers and administrative staff, the importance of respectful workplace relationships, recurring workload and scheduling difficulties, and the need for more systematic coordination. Nevertheless, differences emerged in the specific aspects emphasized by each informant. W1 focused primarily on task structures, leadership practices, and staff development; W2 placed greater emphasis on service experiences and the competing demands of teaching responsibilities; and W3 concentrated on administrative procedures, information systems, and the timeliness of data submission. These differences provide a more comprehensive understanding of collaboration by illustrating how personnel experience shared organizational challenges from distinct professional perspectives. Collectively, the findings establish an empirical foundation for examining the relationship between interpersonal values, organizational arrangements, and administrative effectiveness in the subsequent discussion.

Discussion

1. Collaboration between Teachers and Administrative Staff as a Collective Work Practice

The findings indicate that collaboration between teachers and administrative staff at SMKN 1 Jonggat is structured around interdependent responsibilities, in which different professional functions contribute to the continuity of school operations. Teachers are primarily responsible for providing academic information and coordinating educational activities, whereas administrative staff process student data, prepare official documents, and support institutional services. This interdependence is particularly evident in the preparation of student

report cards, a process involving the submission of grades by teachers, verification and processing by administrative staff, and final checking by homeroom teachers before distribution. Each stage depends on the accuracy and timely completion of the preceding tasks, demonstrating that administrative effectiveness cannot be achieved through the isolated performance of individual responsibilities. These findings can be interpreted in relation to the concept of schools as professional learning communities, particularly the importance of collaborative arrangements and supportive organizational conditions. Admiraal et al. (2021) examine how schools facilitate teachers' professional development through collaborative arrangements, while Hord (1997) emphasizes supportive conditions and collaborative professional relationships. The present findings are consistent with the broader understanding that collective work requires opportunities for communication, coordination, and shared responsibility. However, the study extends this discussion beyond collaboration among teachers by examining the intersection between instructional and administrative functions in routine school operations. This perspective highlights the importance of understanding school collaboration as a process involving multiple professional groups whose responsibilities differ but remain mutually dependent. Nevertheless, the findings do not establish that SMKN 1 Jonggat has formally implemented a professional learning community; rather, the concept provides a useful perspective for interpreting the collaborative practices identified in the research.

The findings further demonstrate that administrative staff contribute to school collaboration through activities that extend beyond routine data processing. W3's account of verifying the completeness of student grades and contacting teachers when information is missing illustrates the importance of administrative judgment, accuracy, and communication in maintaining the quality of school services. Similarly, W1's description of administrative staff participation in selected meetings suggests that their knowledge of documentation, scheduling, and administrative requirements can contribute to institutional planning and decision-making. These accounts support the argument that administrative personnel should be recognized as participants in collaborative school processes rather than viewed exclusively as providers of technical services. Interpersonal relationships also appear relevant to the development of such collaboration. Bryk and Schneider (2002) identify relational trust as an important dimension of relationships within school communities. In the present study, respectful communication, patient explanations, and willingness to discuss workplace difficulties represent practices compatible with trust-based professional relationships. Such interactions can facilitate information exchange, encourage mutual assistance, and help personnel address disagreements constructively. However, the interview findings do not establish that trust alone produces effective collaboration. Delayed information submission, overlapping deadlines, competing teaching responsibilities, and limitations in administrative facilities and information systems continue to create coordination difficulties despite the positive interpersonal relationships described by the informants. Accordingly, collaboration at SMKN 1 Jonggat is best understood as the interaction of relational and organizational processes. Interpersonal goodwill can support communication and mutual understanding, but it must be accompanied by clear responsibilities, realistic deadlines, adequate facilities, and workable administrative procedures. For example, understanding the circumstances behind a teacher's delayed submission may help prevent unnecessary conflict, while agreed submission schedules and consistent follow-up procedures remain necessary to prevent similar delays from recurring.

The contribution of this study lies in its context-specific examination of collaboration between teachers and administrative staff as part of the everyday organization of educational services in a vocational school. By documenting the interdependence of academic information management, administrative processing, institutional planning, and interpersonal relationships, the findings provide a more comprehensive understanding of how collaboration operates across different professional roles. The study also indicates that collaborative practices cannot be explained exclusively through individual attitudes or organizational procedures, because both dimensions interact in shaping how responsibilities are coordinated and how operational difficulties are addressed. Although the findings are consistent with broader discussions of professional collaboration and relational trust, they do not establish a universal model of school collaboration or demonstrate that the institution has developed a formal professional learning community. The analysis is limited to the experiences reported by three informants in a single school, and therefore cannot establish the prevalence of these practices across other educational institutions. Further research involving additional participants, multiple schools, and complementary data collection methods could examine how different organizational arrangements and interpersonal relationships influence collaboration in varied educational contexts. Such research would also help clarify whether the patterns identified at SMKN 1 Jonggat are specific to its institutional circumstances or reflect more widely shared features of school administration. Within these limitations, the present study provides an empirical basis for understanding collaborative work as a coordinated process in which instructional and administrative personnel contribute different but interconnected forms of expertise to the functioning of the school.

2. Pawongan Values in Developing Collaborative Workplace Relationships

The findings suggest that several collaborative practices described by the informants can be interpreted through pawongan, a relational dimension of the Tri Hita Karana framework that emphasizes harmonious relationships among people. In this study, pawongan serves as an analytical perspective for understanding care, mutual respect, recognition of diversity, complementary responsibilities, and reciprocal assistance within the school environment. This interpretation is consistent with the conceptual discussion presented by Affandi et al. (2022), who examined the actualization of pawongan values in professional learning communities for teachers. In the present study, care is reflected in the willingness of colleagues to consider one another's circumstances, particularly when facing workload pressures or delays in completing administrative responsibilities. Mutual respect is demonstrated through everyday interactions, including greetings, expressions of appreciation, patient explanations, and acknowledgment of colleagues' professional responsibilities. Recognition of diversity is reflected in the informants' accounts of inclusive school activities and respect for religious differences. These practices illustrate how relational values can be identified in workplace interactions involving individuals with different professional roles. Importantly, the findings indicate that respect operates reciprocally rather than exclusively in one direction. Teachers described receiving explanations and administrative assistance, while administrative staff reported that their opinions were heard and their contributions appreciated. This reciprocal dimension broadens the understanding of school collaboration beyond the provision of administrative services to teachers. Instead, collaboration involves recognizing the professional standing, responsibilities, and contributions of all personnel involved in supporting educational activities. Nevertheless, these practices are interpreted through pawongan as an analytical lens; the findings do not

establish that the school formally adopts the concept or that the informants explicitly associate their conduct with the Tri Hita Karana framework.

The complementarity of professional roles provides another important dimension through which the findings can be interpreted using pawongan. The informants consistently described teachers and administrative staff as performing distinct but equally important functions in supporting school operations. Teachers concentrate primarily on instructional responsibilities, whereas administrative staff manage documentation, student data, correspondence, and other administrative requirements. From a relational perspective, this division of responsibilities illustrates how individuals with different functions can contribute to shared institutional objectives. However, the informants' accounts also indicate that complementary roles do not automatically produce harmonious cooperation. W2 acknowledged that professional boundaries could become more apparent when communication was insufficient, suggesting that collaboration requires continuous dialogue, mutual understanding, and clear coordination rather than goodwill alone. A related dimension is balanced reciprocity, referred to in the original study as *cakra yadnya*, which is reflected in examples of assistance extending beyond narrowly defined professional duties. Administrative staff reportedly helped duplicate examination materials, while teachers explained grading formats and assisted with document delivery when administrative workloads increased. These accounts suggest that reciprocal assistance can strengthen cooperation by enabling colleagues to respond to one another's needs and maintain the continuity of school activities. Nevertheless, the examples represent occasional practices reported by the informants and do not demonstrate that reciprocal assistance constitutes a systematic institutional arrangement or that such actions are explicitly motivated by pawongan. The conceptual contribution of this study therefore lies in providing a context-specific illustration of how values associated with pawongan may be used to interpret collaboration between teachers and administrative staff in a vocational school outside Bali. Whereas Affandi et al. (2022) provide a relevant conceptual basis for examining the relationship between pawongan and professional collaboration, the present findings extend the discussion to interactions between instructional and administrative personnel. This contribution should be understood as a contextual application of the framework rather than evidence that pawongan universally explains collaborative practices across educational institutions.

The interpretation of these findings also requires consideration of cultural context and the limitations of transferring conceptual frameworks across different institutional settings. The informants described practices involving deliberation, mutual assistance, respect for religious differences, and the recognition of colleagues' responsibilities. Although these practices can be meaningfully examined alongside the relational principles of pawongan, the available evidence does not establish that they originate exclusively from the Tri Hita Karana tradition. Similar practices may also be shaped by professional ethics, organizational expectations, personal values, and broader social norms concerning cooperation and interpersonal relationships. Furthermore, the informants did not identify pawongan as an explicit institutional principle guiding their daily interactions. Consequently, the use of this concept should remain interpretive rather than causal: it provides a culturally situated perspective for understanding the relational dimensions of collaboration without implying formal institutional adoption or exclusive cultural influence. This distinction is important for maintaining analytical rigor while exploring the relevance of culturally grounded concepts beyond their original contexts. Accordingly, the findings support the proposition that care, respect, complementary

responsibilities, and reciprocal assistance can be examined through the perspective of pawongan, while recognizing that the relationship between these practices and the framework requires further empirical investigation. Future research could examine how educators and administrative personnel understand such values in different cultural and institutional settings, including whether they explicitly recognize pawongan or comparable relational principles in their professional practices. Such investigations would help clarify the explanatory value, contextual relevance, and potential limitations of applying the Tri Hita Karana framework to collaborative relationships in educational administration.

3. Factors Influencing Collaboration and Implications for School Management

The findings indicate that collaboration between teachers and administrative staff is shaped by the interaction of interpersonal relationships and organizational arrangements. Open communication, supportive leadership, clear task allocation, and mutual assistance were identified by the informants as important conditions for facilitating collaborative work. These findings are reflected in the use of direct discussions, messaging groups, and meetings to exchange information, clarify responsibilities, and resolve administrative difficulties. However, the informants' recommendations for more regularly scheduled coordination suggest that existing communication practices may be insufficient to anticipate recurring administrative demands. Although informal communication allows personnel to respond flexibly to immediate problems, its reliance on situational exchanges may limit the school's ability to prevent delayed submissions, overlapping deadlines, and last-minute administrative requests. Supportive leadership also emerged as a relevant factor, particularly through fair treatment and the facilitation of discussions when disagreements arise. W1 emphasized equitable treatment of teachers and administrative staff, while W2 highlighted leadership support in maintaining cooperation. These findings are consistent with Hord's (1997) emphasis on supportive conditions as an important dimension of collaborative work. Nevertheless, leadership should not be regarded as the sole determinant of effective collaboration, because the informants' accounts also demonstrate the influence of individual practices, workload distribution, task clarity, and the availability of administrative resources. Furthermore, the challenges identified cannot be classified exclusively as structural or interpersonal problems. Workload pressures, limited time, inadequate facilities, and weaknesses in data-management systems represent organizational constraints, whereas delayed information submission and communication gaps also reflect coordination practices. The evidence therefore supports an interpretation in which organizational and relational factors interact in shaping everyday collaboration. Given the study's limited scope, however, the relative influence of these factors cannot be established conclusively.

From a practical perspective, the findings suggest several opportunities for strengthening collaboration between teachers and administrative staff. First, the school could establish a predictable coordination schedule, particularly before report-card distribution and major institutional activities, to provide sufficient time for preparation and information verification. Second, responsibilities and administrative deadlines could be communicated more explicitly so that each party understands the information required, the expected submission time, and the subsequent procedures. Third, a shared schedule for submitting, checking, and completing administrative data could help reduce avoidable delays and improve the continuity of administrative processes. Fourth, school management could consider improving data-management facilities and providing relevant professional development opportunities for

administrative staff, depending on available resources and institutional priorities. These recommendations are derived from the needs expressed by the informants and should therefore be understood as practical proposals rather than interventions whose effectiveness has already been demonstrated. The study did not evaluate whether introducing scheduled meetings, improving information systems, or providing training would produce measurable improvements in collaboration. Their effectiveness would need to be assessed through subsequent implementation and systematic evaluation. In addition to organizational improvements, the findings suggest that values associated with *pawongan* can provide a culturally grounded perspective for understanding collaborative relationships. Care and respect may encourage colleagues to communicate constructively about delayed submissions, competing workloads, and administrative requirements, while reciprocal assistance can strengthen their willingness to support one another in completing shared responsibilities. At the same time, the practical expression of these values requires appropriate organizational support. Relational harmony cannot substitute for adequate facilities, realistic deadlines, or clearly defined responsibilities; similarly, formal procedures alone may not produce constructive cooperation when colleagues fail to acknowledge one another's roles and constraints. Integrating interpersonal values with clear administrative procedures may therefore offer a more balanced approach to strengthening collaboration within the school.

The interpretation of these findings must take into account the methodological limitations of the study. The research was conducted at SMKN 1 Jonggat and involved three purposively selected informants representing the principal, teachers, and administrative staff. Although their accounts provide insights into collaboration across these organizational roles, the limited number of participants may not capture the full diversity of experiences within the school. Moreover, the findings are based primarily on interview accounts, meaning that comparisons among informants should be understood as comparisons of perspectives rather than triangulation across different data collection techniques. The findings also do not establish causal relationships between particular organizational conditions and the effectiveness of collaboration. Future research could involve a larger number of participants, compare multiple schools, and systematically integrate interviews with direct observation and documentary analysis when such data are collected and analyzed. These approaches would allow researchers to examine whether the patterns identified in this study are specific to SMKN 1 Jonggat or are also evident in other educational contexts. Overall, the findings demonstrate that collaboration between teachers and administrative staff involves the coordination of interdependent responsibilities, the maintenance of constructive workplace relationships, and the availability of organizational conditions that support daily administrative activities. Interpreting these relationships through the concept of *pawongan* provides a culturally situated perspective for examining care, mutual respect, complementary roles, and reciprocal assistance in school administration. The contribution of this study lies in documenting how these dimensions are reflected in the informants' experiences and identifying practical areas for improving coordination. However, the findings should be interpreted within the boundaries of the research context, while broader conclusions regarding the applicability of *pawongan* to collaborative practices in other educational institutions require further empirical investigation.

Conclusion

This study concludes that collaboration between teachers and educational staff at SMKN 1 Jonggat is reflected in the coordination of academic and administrative services, the

preparation of school activities, information management, and joint problem-solving. The findings indicate that *pawongan*, as a human-centered value within the Tri Hita Karana philosophy, provides a relevant interpretive perspective for understanding collaborative relationships in the school context. Its manifestations can be identified in mutual respect, care, trust, recognition of different roles, and reciprocal assistance. These practices suggest that effective collaboration involves not only the distribution of responsibilities but also the quality of interpersonal relationships that support the implementation of shared tasks.

Nevertheless, collaboration continues to face challenges associated with overlapping workloads, limited coordination time, constraints in facilities and information systems, and delays in submitting required data. Addressing these challenges requires more systematic communication, clearer task allocation and deadlines, timely information exchange, and institutional support for improving administrative processes. This study offers a context-specific understanding of *pawongan* as a conceptual lens for examining collaboration between teachers and educational staff; however, its findings should be interpreted in light of the study's focus on a single school and its limited number of informants. Further research involving diverse educational settings and additional data-collection techniques may provide a broader understanding of how *pawongan* values shape collaborative practices in schools.

References

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional Development in Education*, 47(4), 684–698.
- Affandi, L. H., Sutajaya, I. M., & Suja, I. W. (2022). Aktualisasi nilai pawongan dalam ajaran Tri Hita Karana pada pengembangan komunitas belajar profesional bagi guru. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 62–75. <https://doi.org/10.38048/jipcb.v9i1.650>
- Atmadja, N. B. (2019). *Tri Hita Karana: Harmoni dengan Tuhan, sesama manusia, dan lingkungan alam untuk kebahagiaan*. Lembaga Penelitian, Pengembangan, dan Pengabdian kepada Masyarakat Universitas Pendidikan Ganesha.
- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Southwest Educational Development Laboratory.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Paju, B., Kajamaa, A., Pirttimaa, R., & Kontu, E. (2022). Collaboration for inclusive practices: Teaching staff perspectives from Finland. *Scandinavian Journal of Educational Research*, 66(3), 427–440. <https://doi.org/10.1080/00313831.2020.1869087>
- Paramitasari, P. N., Triwijaya, I. N. A., & Agung, A. A. G. (2025). Implementasi nilai Tri Hita Karana dalam penguatan karakter dan kompetensi abad ke-21: Studi kasus di SMP Negeri 2 Tabanan. *Jurnal Administrasi Pendidikan Indonesia*, 16(2), 173–186. https://doi.org/10.23887/jurnal_ap.v16i2.6231

- Republik Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.
- Republik Indonesia. (2016). *Instruksi Presiden Nomor 9 Tahun 2016 tentang Revitalisasi Sekolah Menengah Kejuruan dalam Rangka Peningkatan Kualitas dan Daya Saing Sumber Daya Manusia Indonesia*.
- Šteh, B., Mažgon, J., & Gregorčič Mrvar, P. (2023). "Sometimes I really need the school counselling service": Some aspects of school counsellor–teacher collaboration. *International Journal of Learning, Teaching and Educational Research*, 22(2), 207–227. <https://doi.org/10.26803/ijlter.22.2.12>
- Sugiyono. (2022). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Suparni, N. W. (2024). Implementasi nilai pawongan dalam kegiatan membuat canang untuk membentuk karakter gotong royong peserta didik kelas VII 8 SMP Satu Atap Negeri 2 Ampibabo. *Gudang Jurnal Multidisiplin Ilmu*, 2(4), 61–70. <https://doi.org/10.59435/gjmi.v2i4.880>