

Analysis of Student Satisfaction as an Effort to Improve the Quality of Administrative Services for Education Personnel in Higher Education

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ABSTRACT

This study aims to evaluate the level of student satisfaction with the quality of service as a step in increasing the capacity of education staff. The research method used is a quantitative survey conducted at the IAIN Palopo Campus, Faculty of Tarbiyah, and Teacher Training for six months, from March 2023 to July 2023. The population consists of active students from the class of 2020 in various study programs. Sampling was done using simple random sampling and proportionate stratified random sampling formulas, resulting in a total sample of 89 people. The instrument used is a questionnaire with 20 statements covering five indicators: tangibles, Reliability, responsiveness, Assurance, and Empathy. Each indicator is evaluated on a Likert scale, where numbers 1 to 4 indicate a rating level from less good to very good. Before the deployment of the questionnaire, validation was carried out by two validators, namely linguists and content validators. The study's results provide recommendations for improving the quality of administrative services. Data analysis uses a quantitative descriptive approach by calculating percentages. The findings showed that students positively assessed the Reliability, responsiveness, Assurance, and Empathy of education staff, with a record of potential improvements in certain aspects. This research contributes to a deep understanding of student perceptions and provides a foundation for educational institutions to improve the quality of administrative services.

Keywords: Student Satisfaction, Administrative Services, Education Personnel, Higher Education.

A. INTRODUCTION

The concept of service quality is of concern and interest in the research literature because of its uncertain nature and difficulties in measuring it. In general, service quality is one of the main elements that play an essential role in defining customer satisfaction, in this case, student satisfaction (Lukita, Pranata, and Agustin 2020; Dixon and Jovanovska 2022). During the COVID-19 pandemic that attacked all parts of the world, student satisfaction with the quality of service decreased (AL Thnayan and Husain 2021; Farsi et al. 2022). In business organizations, student satisfaction is analogous to customer satisfaction. It has become a focal point of attention at every university (Frangky 2021; Farsi et al. 2022). Higher education is an organization that must provide quality services and develop existing human resources (Sanusi, Agustang, and Idkhan 2021; Murtafiah 2022). Educational services are a forum provided to meet the needs of students (Dinh et al. 2021; Abdu et al. 2021; Nichols-Besel, Yu, and Jamsen 2022). Steps that can be taken to improve service quality are by optimizing the ability of human resources (Pasaribu, Gultom, and Pasaribu 2020; Rohmah, Lufthansa, and Mustofa 2020; Santika et al. 2021; Siswanto and Hidayati 2020). The quality of services that continue to increase proves that universities have succeeded in improving the quality of professional public servants (Eko Yudianto, Uswatul, and Faradhillah La, 2023; Susetyo et al. 2022; Siswanto and Hidayati 2020).

Research conducted by Oktapiani dkk. They suggested that student satisfaction with service quality is only quite effective (Oktapiani et al. 2022). In their research, Wijana and Russiawati found that student satisfaction was relatively high (Wijana and Rusiawati 2021). Research Luh Putu Rara Ayu R. stated that the academic services did not meet student expectations (Ratnaningrum 2023). Indrajid said that student satisfaction on tangibles and responsive indicators is still in the low category and must be improved (Indrajit 2020). Therefore, all universities must improve service quality to compete with other universities (Sumardi and Efendi 2021; Shabri and Yanti 2020).

There has been a development in the concept of service quality (Budiyanti et al., 2020). One commonly used service quality model is the Service Quality model (SERVQUAL) developed by Parasuraman Zeithaml and Berry (Zeithaml, Parasuraman, and Berry 1990). The SERVQUAL model lists four indicators: tangibles, Reliability, responsiveness, Assurance, and Empathy (Budiyanti et al. 2020; Rizos, Sfakianaki, and Kakouris 2022).

The Faculty of Tarbiyah and Teacher Training is one of the significant faculties at the Palopo State Islamic Institute, which houses seven study programs. Based on observations that have been made, researchers found that there are several facts about services, one of which is

related to existing human resources. It was found that the services carried out by education staff did not meet student expectations. However, the findings cannot be used to assess all existing education personnel comprehensively. So, researchers took the initiative to research student satisfaction with the quality of administrative services. What distinguishes this study from other research studies conducted is that this study only focuses on human resources to improve service quality.

Based on these problems, this study aims to determine student satisfaction with the quality of service as an effort to increase the capacity of education staff. The study results produce recommendations that will be applied to improve or improve the quality of existing services.

B. LITERATURE REVIEW

1. Service Theory

Customer Satisfaction Theory is a conceptual framework that focuses on understanding customer satisfaction in response to the product or service they receive (Darmawan 2019). This theory emphasizes the importance of understanding customer perceptions and expectations to measure the extent to which a product or service meets or exceeds expectations. The center of attention of this theory is the experience of customers and their evaluation of the performance of a product or service (Septiadi 2019).

Some of the main concepts in Service Theory involve elements that affect service quality and customer experience, namely; a) Quality of Service, b) Customer-Employee Interaction, c) Customer Psychological and Emotional Factors, d) Service Differentiation, and e) Service Process (Prentice, Wang, and Loureiro 2019). According to (Rust and Oliver 1993), customer satisfaction can be a comparison between a product or service's actual performance and customer expectations. Customers will likely be satisfied if actual performance meets or exceeds expectations. Conversely, customer satisfaction may decrease if actual performance does not meet expectations.

2. SERVQUAL Service Quality Model

The SERVQUAL Service Quality Model was developed by Parasuraman, Zeithaml, and Berry in 1985 to measure customer perception of service quality (Kusyana and Pratiwi 2019). The model identifies five key dimensions that can be used to evaluate service quality, referred to by the acronym SERVQUAL: Tangibility (*Tangible*), Responsiveness (*Responsiveness*), Guarantee (*Assurance*), Empathy (*Empathy*), and Reliability (*Reliability*) (Maulana et al. 2022).

- a. **Tangibles:** This dimension relates to the physical or concrete aspects of the service, such as the physical appearance of staff, physical facilities, equipment, and promotional materials. Customers evaluate tangibility to assess the extent to which the service provider gives a professional and reliable impression.
- b. **Responsiveness:** This dimension reflects the willingness and ability of service providers to deliver services quickly. Responsiveness involves speed in customer needs and requests and the staff's ability to provide timely assistance.
- c. **Assurance:** Assurance refers to the customer's trust and confidence in the service provider's ability. That involves staff competence, customer confidence in the Reliability and safety of the service, and the service provider's ability to provide Assurance regarding the product or service.
- d. **Empathy:** This dimension indicates how service providers can understand and give individual attention to customer needs. Empathy involves understanding the customer's perspective, providing personal attention, and showing concern for the customer's specific needs.
- e. **Reliability:** Reliability includes the ability of a service provider to provide consistent and reliable service. It involves the Assurance that the product or service will be delivered according to the promises or expectations generated.

According to (Zeithaml, Parasuraman, and Berry 1990), service quality evaluation can be done by comparing customer perceptions of service provider performance with service expectations. The difference between expectations and actual perceptions creates expected values that can affect customer satisfaction.

3. Total Quality Management - TQM

Total Quality Management is a holistic approach to managing an organization, primarily emphasizing quality improvement at all levels and functions (Suprihatin and Sakiyem, 2023). TQM involves all organization members in improving products, services, and processes on an ongoing basis (Veronika et al., 2023). This approach not only focuses on the end product or service but also includes cultural change, process improvement, and the involvement of all organization members to achieve high-quality goals (Septiadi 2019).

One of the core principles of TQM is that quality is not the responsibility of just one department or group but the responsibility of everyone in the organization (Handoko 2020). TQM emphasizes the importance of engaging employees, customers, and other related parties in achieving quality goals. Based on TQM, continuous improvement and innovation are integral to an organization's daily activities.

TQM involves several management principles and practices, including a) Understanding Customer Needs, b) Employee Participation, c) Fact-Based Management, and d) Continuous Improvement. In the book "Out of the Crisis" (Deming 2018), a statistician and management consultant developed the concept of TQM and provided in-depth insight into its principles. Deming is a central figure in developing the TQM concept and is essential in shaping the philosophy of total quality management.

C. METHOD

This research is quantitative, using a survey method carried out at the IAIN Palopo Campus, Faculty of Tarbiyah, and Teacher Training for six months, from March 2023 to July 2023. The population is active students of the class of 2020 in seven study programs. The total population in this study was 572 people. The first sampling uses the simple random sampling formula with the Slovin formula, then uses proportionate stratified random sampling (Sugiyono 2018) and produces 89 selected samples.

Table 1. Total Population and Sample Distribution

No.	Study Program Name	Number of Students	
		Populasi	Sample
1	Islamic Education	163	25
2	English Language Education	84	13
3	Arabic Language Education	46	7
4	Mathematics Education	42	7
5	Madrasah Ibtidaiyah Teacher Education	96	15
6	Islamic Education Management	99	15
7	Early Childhood Education	42	7
	Total	572	89

The instrument used is a questionnaire containing several indicators. The question indicators in this study consist of tangibles. From this indicator, statements are made relating to the ability of resources to provide services that have been promised immediately and provide a sense of satisfaction to students. Reliability: a statement is made about how the competence of human resources who serve students is responsive. In this indicator, a statement is made relating to the response of human resources in serving students and Assurance About the guarantees given to students when receiving services. The last indicator is Empathy. A statement is made about the level of attention given to students by human resources (Budiyanti et al., 2020). Twenty statements were produced from the five indicators.

Each indicator is expressed as a statement using the Likert scale. Number 1 states not good, number 2 states good enough, number 3 states good, number 4 states very good. Before the questionnaire was distributed to respondents, it was first validated by two validators, namely Sukmawati, S.Pd., M.Pd. as a linguist validator and Ali Nahrudin Tanal, S.Pd.I., M.Pd. as a content validator. After the questionnaire is validated by both validators and calculated, the validity lies at a validity number of 1.00, which means it has a very high level of validity. The data analysis technique uses quantitative descriptive analysis in the form of percentages.

D. RESULTS AND DISCUSSION

In the tangibles indicator, there are 4 points of statements given to respondents, namely: 1) Education Personnel provide services to student expectations (X1.1), 2) Education Personnel are reliable in handling student problems (X1.2), 3) Education Personnel complete services on time (X1.3), and 4) Education Personnel strive to avoid errors in service (X1.4). Based on these statements, data are obtained as in Table 2.

Table 2. Student assessment on the aspect of Reliability

No	Category	Sum	Percentage
1	Excellent	46	16%
2	Good	152	53%
3	Good enough	80	28%
4	Not Good	10	3%
	Total	288	100%

From this data, we can see that the majority of respondents gave an upbeat assessment (Very Good and Good) on the aspect of Reliability of education personnel in providing services to students, with 69% of the total respondents giving a rating of "Very Good" or "Good."

Student satisfaction is closely related to their perception of various aspects of educational services, including Reliability (Kamal, Winarso, and Mardiani 2020; Sujianto et al. 2023). The results of this table reflect that most students are satisfied with the Reliability of services provided by education staff, especially in terms of providing services to meet student expectations and handling student problems.

This positive assessment may indicate that educational institutions have succeeded in maintaining and improving the quality of their services regarding Reliability. However, it is necessary to remain cautious, monitor student satisfaction levels, and identify areas for improvement to ensure consistent service quality. These results provide valuable information for educational institutions to understand and improve student satisfaction and maintain the Reliability of educational services.

The percentage of each reliability aspect statement can be seen in Table 3.

Table 3. Percentage of Each Reliability Aspect Statement

No.	Statement Code	Percentage	Average
1	X1.1	71%	70%
2	X1.2	72%	
3	X1.3	66%	
4	X1.4	73%	

Based on Table 3 data, statement X1.4 (Education Personnel trying to avoid mistakes in service) has the highest percentage, 73%, which shows that most respondents agree. Meanwhile, statement X1.3 (Education personnel completed services on time) had the lowest percentage, at 66%, indicating room for improvement in service completion time.

Previous research has shown that the Reliability of education services significantly impacts student satisfaction (Widyakto, Triyani, and N.s.s 2021; Triyani, Sarbina, and N.s.s 2021). In this context, the positive percentage results in statement X1.4 (Education personnel strive to avoid errors in service) can be interpreted as a sign that education personnel have succeeded in providing reliable services. However, the lower percentage in statement X1.3 (Education personnel complete services on time) indicates an opportunity to improve the efficiency of service completion times. These results provide important insights into students' perceptions of the Reliability of educational services and can be used as a basis for further improvements in the services provided by education personnel at such educational institutions.

In the Responsive indicator, there are 4 points of statements given to respondents, namely: 1) Education Staff actively informs students about the needs of the students concerned (X2.1), 2) Education Staff actively reminds students of important information (X2.2), 3) Education Staff voluntarily willing to help students (X2.3), and 4) Education Staff swiftly respond to questions from college students (X2.4). Based on these statements, data are obtained as in Table 4.

Table 4. Student assessment on Responsive aspects

No	Category	Sum	Percentage
1	Excellent	91	32%
2	Good	142	49%
3	Good enough	49	17%
4	Not Good	6	2%
	Total	288	100%

Table 4 data shows that most students give positive assessments (Very Good and Good) to the responsiveness of education staff in various aspects assessed. The highest percentages were in the "Very Good" category at 32% and the "Good" category at 49%.

The responsiveness of education personnel and active service to students positively impact student satisfaction and retention (Titin, 2023). The results of Table 4 reflect that most students are satisfied with the responsiveness of education personnel in providing information, reminding important information, being willing to help, and responding to student questions.

This positive assessment indicates that education personnel in educational institutions have successfully carried out their responsive role in supporting students. That can increase student satisfaction and help maintain positive relationships between students and the institution.

The percentage of each responsive aspect statement can be seen in Table 5.

Table 5. Percentage of Each Responsive Aspect Statement

No.	Statement Code	Percentage	Average
1	X2.1	79%	
2	X2.2	83%	
3	X3.3	73%	78%
4	X4.4	75%	

Table 5 illustrates respondents' responsiveness level to four statements on the Responsive aspect. X2.1 and X2.2 statements get a high percentage, while X3.3 and X4.4 have slightly lower response rates. The overall average showed a positive response with a value of 78%. These results indicate that most respondents respond positively to the Responsive aspect, but each statement has variations in the response rate.

These findings can be linked to previous theories or research highlighting the importance of responsiveness in a given context. According to (Ma'rufah 2023), responsiveness can be a critical factor in creating a positive experience or supporting the success of a process. High yields on X2.1 and X2.2 reflect the successful implementation of responsiveness concepts supported by previous research.

On the other hand, the low response in X3.3 and X4.4 may raise questions regarding the factors that influence the lack of response in certain aspects. It statement (Muhammad and Rani Kurnia 2023) that communication skills, flexible and efficient organizational structure, use of advanced technology and information systems, availability of resources, and organizational culture affect responsiveness.

These findings provide insight into how respondents respond to the Responsive aspect. A statement with a high percentage indicates success in creating a positive response, while a

statement with a lower percentage requires further attention to understand the factors that influence the response.

In the Assurance indicator, there are 4 points of statements given to respondents, namely: 1) Education Staff provide a sense of security and comfort to students served (X3.1), 2) Education Staff make students confident and open in communicating (X3.2), 3) Education Staff provide services with full courtesy (X3.3), and 4) Education Staff have broad insight (information) needed by students (X3.4). Based on this statement, data as in Table 6 is obtained.

Table 6. Student assessment on the aspect of Assurance

No	Category	Sum	Percentage
1	Excellent	73	25%
2	Good	150	52%
3	Good enough	58	20%
4	Not Good	7	2%
	Total	288	100%

Table 6 provides an overview of student assessments of aspects of Assurance, focusing on four aspects: 1) a sense of security and comfort (X3.1), 2) confidence and open communication (X3.2), 3) courtesy services (X3.3), and 4) broad insight of education staff (X3.4). Most students gave positive ratings, with 77% (Very Good and Good), while only a small number (2%) gave Less Good ratings.

According to (Dewi and Erta 2023), the Assurance aspect significantly impacts student satisfaction and trust. The research states that security, trust, and courtesy service can influence students' perceptions of service quality. The high percentage of Very Good and Good ratings in statements X3.1 and X3.2 can reflect the success of education personnel in creating an environment that supports a sense of security, confidence, and open communication. A Good Enough rating on X3.3 indicates room for improved manners and needs further scrutiny.

This finding shows that most students positively assess the Assurance aspect. Improvement in courtesy services (X3.3) can be sought to increase student satisfaction and perception. Further evaluation, including the collection of direct feedback from students, can assist educational institutions in continuously improving and optimizing aspects of Assurance.

The percentage of each assurance aspect statement can be seen in Table 7.

Table 7. Percentage of Each Assurance Aspect Statement

No.	Statement Code	Percentage	Average
1	X3.1	74%	
2	X3.2	69%	75%
3	X3.3	78%	

4	X3.4	78%
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Table 7 provides an overview of the percentage rate of student responses to four statements on the Assurance aspect. X3.1 and X3.4 statements get a high percentage, while X3.2 and X3.3 have slightly lower percentage rates. The overall average showed a positive response value of 75%.

These findings can be attributed to research by Sylviani, which highlights the importance of Assurance in increasing student satisfaction and trust (Sylviani 2022). Aspects such as security (X3.1), confidence (X3.2), courtesy service (X3.3), and broad insight (X3.4) have a crucial role in shaping students' perceptions of service quality. High percentages on X3.1 and X3.4 indicate that students feel a good level of security and service, in line with the findings of previous research that emphasized a positive relationship between a sense of security and student satisfaction (Putri et al. 2021; Zamista, Nugraha, and Rahmi 2021). However, more attention should be paid to X3.2 and X3.3, which have lower percentages, indicating areas that need further attention to improve trust and quality of service.

In the Empathy indicator, there are 5 points of statements given to respondents, namely: 1) Education Staff give sincere attention (X4.1), 2) Education Staff have a high sense of concern for students (X4.2), 3) Education Staff can win students' hearts (X4.3), 4) Education Staff understand what students need (X4.4), and 5) Education Staff are willing to be contacted outside working hours (X4.5). Data, as shown in Table 8, is obtained based on this statement.

Table 8. Student assessment on the aspect of Empathy

No	Category	Sum	Percentage
1	Excellent	77	21%
2	Good	179	50%
3	Good enough	92	26%
4	Not Good	12	3%
	Total	360	100%

Table 8 provides an overview of student assessment of the Empathy aspect, which involves three main aspects, namely sincere attention (X4.1), a high sense of concern (X4.2), and the ability to win students' hearts (X4.3). Most students gave positive ratings, with 71% (Very Good and Good), while only a tiny % (3%) gave Less Good ratings.

These findings can be attributed to the results of the study Yulitri dkk. which emphasizes the importance of Empathy in forming positive relationships between education staff and students (Yulitri et al. 2020). According to (Yale 2019), factors such as genuine concern, a

sense of caring, and the ability to understand a student's needs can form critical emotional connections in educational contexts.

The results of this study show that students tend to give positive assessments when they feel genuine attention, a sense of caring, and the ability of education staff to understand and take them to heart. The results of this assessment support the literature that emphasizes that positive interpersonal relationships and Empathy can positively impact student satisfaction (Handayani and Pandanwangi 2021).

This finding indicates that most students feel Empathy from education staff. The presence of favorable assessments on all statement items reflects the efforts of education staff in building good emotional relationships with students. However, poor assessment by a few students can be an important signal to identify areas that require further attention to improve Empathy.

The percentage of each empathy aspect statement can be seen in Table 9.

Table 9. Percentage of Each Empathy Aspect Statement

No.	Statement Code	Percentage	Average
1	X4.1	74%	
2	X4.2	75%	
3	X4.3	69%	72%
4	X4.4	74%	
5	X4.5	69%	

Table 9 provides an overview of the percentage rate of student responses to five statements on the Empathy aspect. X4.1 and X4.2 statements get high percentages, while X4.3, X4.4, and X4.5 have slightly lower percentage rates. The overall average showed a positive response value of 72%.

According to (Widiantoro, Nugroho, and Arief 2019), genuine concern, a sense of caring, and the ability to understand students' needs can form emotional connections, which is essential in education. The high percentages of X4.1 and X4.2 show that students feel genuine attention and a high sense of concern from education staff, in line with the findings of previous research that emphasized the positive relationship between these aspects and student satisfaction. However, it should be noted that there are differences in percentage rates at X4.3, X4.4, and X4.5, reflecting variations in the level of ability of education personnel to ingratiate themselves with students and availability outside of working hours.

These findings provide insight into how students respond to each statement on the Empathy aspect. Improvements are needed, especially in students' ability to win hearts (X4.3) and availability outside working hours (X4.5).

In the Tanglibes indicator, there are 3 points of statements given to respondents, namely: 1) Education Personnel look neat, attractive, and polite (X5.1), 2) Education Personnel use the latest technology in working/serving (X5.2), and 3) Education Staff provide comfortable facilities to students while providing services. (X5.3). Based on these statements, data are obtained as in Table 10.

Table 10. Student assessment on Tanglibes aspect

No	Category	Sum	Percentage
1	Excellent	74	34%
2	Good	110	51%
3	Good enough	30	14%
4	Not Good	2	1%
	Total	216	100%

Table 10 provides an overview of student assessments of aspects of Tanglibes, which involve appearance, use of technology, and comfort of venue facilities. Most students gave positive ratings, with 85% (Very Good and Good), while only a small number (1%) gave Less Good ratings.

According to (Maruru, Septiani, and Soewignyo 2022), a Neat and attractive appearance, the use of the latest technology, and the provision of comfortable facilities can positively impact students' perceptions of service quality. These findings show that most students positively assess aspects of Tanglibes. High ratings can reflect the efforts of education personnel in ensuring adequate appearance, technology, and venue facilities.

The research shows that students have certain expectations related to appearance, technology use, and venue facilities' comfort. High assessment results on the Tanglibes aspect can reflect that education personnel have met or exceeded student expectations.

The percentage of each Tanglibes aspect statement can be seen in Table 11.

Table 11. Percentage of Each Tanglibes Aspect Statement

No.	Statement Code	Percentage	Average
1	X5.1	82%	
2	X5.2	81%	80%
3	X5.3	75%	

Table 11 shows the percentage rate of student responses to three statements on the Tanglibes aspect. X5.1 and X5.2 statements get a high percentage, while X5.3 has a slightly lower percentage rate. The overall average showed a positive response value of 79%.

According to (Bahrani 2022, 14), a presentable and attractive appearance, using the latest technology, and the Preparation of Comfortable facilities can positively impact students'

perceptions of service quality. The high percentage of X5.1 and X5.2 shows that students feel neat and attractive and use the latest technology from the education staff. A Fairly Good rating on X5.3 shows the potential to improve the facilities' comfort.

These findings provide insight into how students respond to each statement on the Tanglibes aspect. Improvements are needed in the comfort aspect of venue facilities (X5.3) to ensure that the facilities provided meet or exceed student expectations.

E. CONCLUSION

Based on the study's results, it is recommended that institutions conduct further evaluations of service completion times with a focus on efficiency. Training needs to be provided to improve communication skills and manners of education personnel. Empathy skills development programs can be implemented to ensure better relationships between education personnel and students. Measures to improve the comfort of facilities, including using the latest technology, also need to be considered. This recommendation is expected to positively contribute to the quality of administrative services of education personnel, strengthening positive relationships between educational institutions and students. This research contributes to a deep understanding of student perceptions and satisfaction of administrative services of education personnel in universities, becoming the basis for institutions to improve service quality and maintain student satisfaction and emphasizing the importance of continuous monitoring and evaluation of administrative services.

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