
Determinants of the Quality of Administrative Services

Sri Wahyuni

sriusman@gmail.com

SMA Negeri 10 Seluma

Connie

Universitas Bengkulu

connienurmantias@gmail.com

Asti Putri Kartiwi

Universitas Bengkulu

astiputri@unib.ac.id

Corresponding Email: sriusman@gmail.com

Abstract

The objectives of this study include describing how Reliability, Responsiveness, Assurance, Empathy, and Tangibles administrative services improve quality at SMA Negeri 10 Seluma. The research method used in this research is descriptive qualitative. The subjects in this study were principals, teachers, administrative staff, and students. This research is located at SMA Negeri 10 Seluma. Data collection techniques using interviews, observations, and document studies. The results showed Speed in responding to customer requests or need in a short time is very important for a school's administrative staff, because it will provide satisfaction to the users of its services, namely school stakeholders, Administrative staff are professional in providing academic services. Tailored to the needs of all school stakeholders, The ability of staff to be polite and friendly to customers, the ability of staff to be patient and understand customer needs and the ability of staff to give full attention to customer needs is an important part, The clothes used by administrative staff are polite and neat because of uniform scheduling at school. Suggestions were made to the school principal to continue to facilitate the development of administrative competencies.

Keywords: *Academic Services, School Administration Staff, Service Quality*

Introduction

In providing services, schools must have a reference, namely the Indonesian National Standards as a point of reference in implementing services in the school environment. This is stated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. Learner satisfaction with existing services at school must be based on these standards so that it can be measured to what extent the quality of the services provided. With this reference, it is expected that every school has the same standards in providing administrative services to its customers. For this reason, attention to the quality of educational administration services is essential thing to continue to monitor the process of its journey. Because administrative services have a significant influence on the quality of education (Fomba, 2023). With excellent service quality, students and teachers can be satisfied with their administrative needs so that they can focus on teaching and learning activities.

The opinion of the speakers suggests five main dimensions of service quality, namely: Reliability, Reliability is the ability to be reliable, accurate, and consistent in doing something according to consumer expectations. Many research results show that reliability is usually the most important dimension for service providers. Responsiveness, Responsiveness is the ability to provide services and help consumers immediately. In this case, they respond to consumer desires with a willingness to help/serve as soon as possible, and the standards used must be adjusted to the request for the speed of response desired by consumers. Assurance, certainty guarantee, namely the knowledgeability and politeness of the employees in providing services to create trust and not cause customer doubts about the service

Ease of Access (Empaty), Empaty is a sense of personal attention to customers to establish relationships and communication with customers and an effort to understand the needs and desires of customers. Physical appearance (Tangibles), Physical appearance means that the appearance of physical facilities, equipment, equipment, appearance of personnel, and reliable communication is tangible evidence of the services provided. Problems that often occur in an educational institution show that when school administration services are not maximized for customers, customers feel less satisfied. Such as the absence of convenience in administrative services, there are School Administrators who wander around during operational hours and are less friendly to customers. These problems affect the achievement of the goals of educational institutions because they feel dissatisfied with the services provided. Research conducted by Kartiwi & Sa'ud (2015) stated that the quality of academic services in high schools is influenced by the performance of administrative staff. So the lower the performance of school administration personnel, the lower the quality of service in the school.

The research aims to investigate the reliability, responsiveness, assurance, empathy, and tangibles of administrative services at SMA Negeri 10 Seluma in improving service quality. The

research will provide an overview of the determinants of the quality of administrative services at the institution. The findings will describe the reliability of administrative services, the responsiveness of administrative services, the assurance of administrative services, the empathy of administrative staff, and the tangibles of administrative staff in improving service quality. Quality management, as defined by Joseph M. Juran in Ahmad (2020: 10), is a collection of activities related to certain qualities with characteristics. The research will provide insights into the effectiveness of administrative services in improving service quality at SMA Negeri 10 Seluma. The findings will contribute to the development of effective strategies for improving administrative services and overall service quality at the institution.

Research Method

The type of research being undertaken is descriptive qualitative research, which in this type of research the data collected is in the form of words, pictures, and not just numbers. Bogdan and Taylor, as cited by. Moleong (2019), describes qualitative research as a research procedure that aims to produce descriptive data in the form of words, both in written and oral form, which are sourced from the views, insights, and behaviors of observed individuals. On the other hand, descriptive research in this context is a research approach focused on describing and presenting details of existing phenomena, regardless of whether these phenomena are natural or the result of human intervention. The location of this research is SMAN 10 Seluma which is located at Jl. Padang Kuas, Kec. Sukaraja, Seluma Regency, Bengkulu. The selection of this location is based on the condition of the school by the characteristics to be studied, namely the quality of school academic services. The subjects in this research are the principal, the Head of Administrative Staff of the school, and the administrative staff at SMAN 10 Seluma.

Data collection techniques used interviews, observations, and literature studies. This study presents a data analysis technique that involves several main activities. The first activity is data collection, where interviews and questionnaires are recorded in field notes and stored in Nvivo 12. This data is then sorted and analyzed for coding in Nvivo 12. The second activity is data reduction, which involves sharpening, directing, and discarding irrelevant data using Nvivo 12 software. This process focuses on simplifying and transforming rough data to determine information that aligns with the research problem. The third activity is data presentation, which is done in narrative form to facilitate detailed and systematically presented data. Researchers aim to organize data into meaningful information by displaying and making relationships between phenomena to interpret what happened and what needs to be followed to achieve research goals. The fourth activity is data reflection, where initial conclusions are produced if they are supported by consistent subsequent findings. In qualitative research, conclusions or data reflection are new findings that have not previously existed, often in the form of descriptions or descriptions related to previously unclear objects.

Result and Discussion

Result

Reliability of administrative services in improving quality at SMA Negeri 10 Seluma

To measure reliability, researchers asked several questions to principals, teachers, and academic administration staff. Among them are regarding the ability of administrative staff to provide accurate services. Based on several statements, researchers can conclude that administrative staff have been able to provide accurate services to teachers and students. Furthermore, to be able to provide services that are appropriate and timely, administrative staff are required to have the ability. Researchers conclude that the average staff already can provide services but unevenly. School services to meet standards must have SOPs or service operational standards. In SMA Negeri 10 Seluma, the SOP has been compiled and becomes a reference. Fast service will be provided by administrative staff if needed during working hours only, outside of working hours the staff will be busy with other activities. The reliability of administrative staff in this study can be seen from the ability of administrative staff to provide fast and accurate services according to the needs of students and teachers.

Responsiveness of administrative administration services at SMA Negeri 10 Seluma

Responsiveness means that administrative personnel can respond to customer requests or needs in a short time, the ability to respond to customer requests or needs with the right target, and the ability to respond to customer requests or needs easily and comfortably. Staff already feel that they provide services according to the needs of school members, but the services provided are tailored to their abilities, work systems, school policies, and the expectations of school members.

In providing services following the needs of school stakeholders, school administrative personnel must have good mental and psychological conditions as well. Administrative staff are patient enough to serve school citizens according to the needs of school citizens. Furthermore, the ability of administrative staff also helps in providing maximum service. For school administration staff, the requests of all school residents are not considered difficult because school residents already understand each staff who has special competencies. So if there is a need for a particular field of work, the school community will ask the staff who have the special competence, for example, if there is a need for services regarding information technology matters, staff who do master these skills will help.

The speed in responding to customer requests or needs in a short time is very important for school administration personnel because it will provide satisfaction to the users of its services, namely school stakeholders. In addition, the ability to respond to customer requests or needs with the right target is also very important in addition to the ability to respond to customer requests or needs with ease and comfort.

Assurance of administrative services at SMA Negeri 10 Seluma

Guarantee or assurance in service delivery, especially at SMA Negeri 10 Seluma is very important. To measure service assurance can be seen from the ability of staff to provide services with adequate skills and knowledge; the ability of staff to provide services with in-depth knowledge of the products or services offered, and the ability of staff to provide services with a professional and ethical attitude. Based on the results of interviews with administrative staff, it is known that administrative staff have tried to provide the best service.

The abilities and skills of administrative staff are per the services they provide. The demands of staff must provide professional services are also a separate demand for the school administration staff of SMA Negeri 10 Seluma. Based on the results of the interview above, the researcher can conclude that administrative staff are professional in providing academic services tailored to the needs of all school stakeholders. The services provided are related to skills, namely the ability of staff to provide services with adequate skills and knowledge, Knowledge, namely the ability of staff to provide services with in-depth knowledge of the products or services offered, Professionalism, namely the ability of staff to provide services with a professional and ethical attitude.

The empathy of administrative staff in improving service quality at SMA Negeri 10 Seluma

Empathy or feelings of compassion and pity in terminology is related to the behavior of school administrative staff at SMA Negeri 10 Seluma. empathy is related to the ability of staff to be polite and friendly to customers, the ability of staff to be patient and understand customer needs, and the ability of staff to give full attention to customer needs. Based on the results of interviews with school administration staff at SMA Negeri 10 Seluma, it is known that the administrative staff has tried to be polite. Based on the results of the study, it is known that administrative staff at SMA Negeri 10 Seluma have been polite in the school environment towards all school residents.

Empathy is not only related to courtesy but understanding consumer desires as conveyed by school administrative staff. Administrative staff at SMA Negeri 10 Seluma have been able to understand the types of services needed by school residents. This will be directly related to the accuracy in providing the required services, for example when a teacher needs a letter of assignment to carry out activities outside the school, the administrative staff responsible will quickly serve the request.

The professionalism of the administrative staff at SMA Negeri 10 Seluma is measured by how they provide services at school. Although clearly in the regulations administrative staff cannot be declared as professionals because there is no special education that has an output as a school administrative staff. Based on the research results, it is known that the ability of staff to be polite and friendly to customers, the ability of staff to be patient and understand customer needs, and the ability of staff to give full attention to customer needs are an important part of the services provided by school

administration personnel.

Tangibles of administrative staff in improving service quality at SMA Negeri 10 Seluma

Tangibles are related to school facilities and infrastructure that support services besides that tangibles are related to the appearance of service providers, namely administrative staff. The physical condition of the facilities used to provide services is essential in addition to the physical condition of the equipment used to provide services, and the clothing worn by staff who provide services. Based on the results of the interview, it can be concluded that the infrastructure is still not good, it has not been able to support the work carried out by school administration personnel at SMA Negeri 10 Seluma. The facilities at SMA Negeri 10 Seluma are still incomplete, especially those that support the work of the staff. Apart from being related to tangible facilities and infrastructure, it is also related to the clothes used by administrative staff in providing services.

It can be concluded that the clothes used by administrative staff are polite and neat because of the uniform scheduling at school. to support the best service the physical condition of the facilities used to provide services must be good and decent as well as the physical condition of the equipment used to provide services besides that the clothes worn by staff who provide services must also display the professionalism of their work. Tangibles or service facilities provided to support the performance of school administration personnel are not yet adequate, but the efforts of school administration personnel to provide the best service to school residents.

Discussion

Reliability of administrative administration services in improving quality at SMA Negeri 10 Seluma

Reliability is the ability to be reliable, accurate, and consistent in doing something as expected by consumers. Based on the research results for the reliability indicator or accurate service, it is known that administrative staff have been able to provide accurate services to teachers and students. Furthermore, to be able to provide services that are appropriate and timely, administrative staff are required to have the ability. on average, staff already can provide the best service but unevenly. fast service will be provided by administrative staff if needed during working hours only, outside of working hours staff will be busy with other activities. The reliability of administrative staff in this study can be seen from the ability of administrative staff to provide fast and accurate services according to the needs of students and teachers. Many research results show that reliability is usually the most important dimension for service providers.

Reliability has special types in the economic and social world, and several types of reliability need to be considered. This will determine how to measure the success of reliability in the world of

education. (Umniyya, et al, ,2023). Among them are Consistent Products or Services, A reliable service must be able to provide consistent service in quality and performance. Not only that, this type of reliability is also indicated by the service's ability to meet customer needs properly. (Simanjuntak, 2022). Availability of access, Good product or service availability is very important for customer satisfaction and service success. reliable services must be able to meet customer demand consistently and on time. (Umniyya, et al.,2023).

Reliability in the context of administrative services refers to the ability to provide consistent and reliable services to stakeholders, such as students, parents, teachers, and other school staff. A reliable administrative service must be consistent in providing the same good service at all times. This means that the registration process, document handling, and other services should be done in a uniform and reliable manner. In addition, administrative services should be available when needed. This means that administrative staff should be present or contactable during working hours and able to provide services without unplanned breaks (Zakhiroh, 2017).

Reliability also means that services are provided on time according to user needs. For example, document filing must be done quickly and accurately, student registration must be processed within the appropriate time, and payments must be recorded promptly. As explained by Rianti, (2022). Reliable administrative administration must be accurate and error-free. This includes avoiding errors in managing student data, managing school finances, and in providing information to stakeholders. Prompt and effective response to problems or complaints that may arise in the administrative process. Administrative staff should be able to handle problems well and provide adequate solutions within an appropriate time. Transparency in the administrative process. Information on procedures, policies, and fees should be available and easily accessible to all stakeholders.

The demand for employee reliability in providing fast, precise, easy, and smooth services is a condition of assessment for the person served in showing the actualization of employee work in understanding the scope and description of work that is the concern and focus of each employee in providing services.

The essence of reliability service is that each employee has a reliable ability, knows about the ins and outs of work procedures, and work mechanisms, corrects various deficiencies or deviations that are not under work procedures, and can show, direct, and provide correct directions to every form of service that is not yet understood by the community, to have a positive impact on these services, namely employees understand, As explained by Parasuraman (2001) that service per the level of knowledge possessed, reliability in skillfully mastering the field of work applied, reliability in mastering the field of work according to the work experience shown and reliability in using work technology are characteristics of qualified staff today.

The reliability dimension of service is very important in the work dynamics of an organization.

Reliability is a form of characteristic or characteristic of employees who have high work performance. Reliability in service delivery can be seen from the reliability of providing services. By maintaining reliability in administrative services, schools can build trust and satisfaction with stakeholders, which in turn can increase the efficiency and effectiveness of school operations as a whole.

Responsiveness of administrative administration services at SMA Negeri 10 Seluma

Responsiveness is the ability to provide services and help consumers immediately. Responsiveness means that administrative staff can respond to customer requests or needs in a short time. staff already feel that they provide services according to the needs of school residents but the services provided are tailored to the abilities, work systems, school policies, and expectations of school residents. administrative staff are also patient enough to serve the requests of school residents according to their needs. For school administrative staff, the requests of all school members are not considered difficult because school members already understand each staff member who has special competencies. So if there is a need for a particular field of work, the school community will ask the staff who has the special competence, for example, if there is a need for services related to information technology matters, staff who do master these skills will help. In this case, they respond to consumer desires with a willingness to help/serve as soon as possible, and the standards used must be adjusted to the request for the speed of response desired by consumers. (Sokoli, Koren, & Gutierrez, 2018)

Responsiveness in the context of administrative services in schools refers to the ability to respond quickly and effectively to the needs and expectations of students, parents, teachers, and other stakeholders. Responsive administrative services must be able to adjust to the dynamics and demands of the school environment, provide solutions to problems that arise, and support the achievement of overall educational goals.

Responsive administrative services involve open and effective communication between the school and all stakeholders. This includes providing information clearly, responding quickly to questions or concerns, and supporting good communication flow. Responsiveness involves addressing complaints or concerns quickly and fairly. Schools need to have clear mechanisms in place to receive, assess, and respond to complaints from students, parents, or teachers. Responsiveness also involves providing services with equality to all individuals regardless of background, ethnicity, or socio-economic conditions. All parties should feel treated fairly and respected.

Responsive administrative services are flexible and can adjust to changing needs. This includes adjustments in administrative policies, procedures, or practices to meet evolving needs in the school environment. Establishing feedback and evaluation systems that allow stakeholders to provide input on administrative services is an important component of responsiveness. According to Sokoli et al. (2018). schools must continuously improve the quality of their services. Responsiveness involves providing easy

and quick access to relevant information. Information about policies, programs, and changes in the school should be transparently available and accessible to all relevant parties (Ghotbabadi et al. 2015).

Administrative staff need to receive adequate training to be responsive to stakeholders' needs and expectations. This involves developing communication skills, handling conflict, and understanding cultural sensitivity. Responsiveness includes the ability to manage conflict wisely. Administrative staff need to have conflict resolution skills and be able to work with all relevant parties to find satisfactory solutions.

What is the implementation of Responsiveness of Administrative Services in Schools? according to Chadwick, (1995). Schools need to develop policies that support and encourage responsive administrative services. This involves detailing procedures for responding to complaints, providing feedback, and communicating effectively. Providing training to administrative staff on communication, conflict management, and customer service can help improve their responsiveness. Continuous staff development is an integral part of implementing responsiveness. Implementing technology for communication can improve responsiveness. Websites, electronic mail, or messaging platforms can be used to deliver information quickly and efficiently. Establishing an effective system for responding to and handling complaints is an important step. This includes grievance forms, reporting mechanisms, and procedures for resolving complaints. Conducting regular evaluations of the responsiveness of administrative services is key. Using stakeholder feedback data and evaluation results can help schools to adjust and improve their practices.

Activating parent and student involvement in the decision-making process and providing feedback can improve responsiveness, according to Armani, et al (2021). Building strong relationships with the school community can create a responsive environment. Furthermore, Armani, Armani, et al (2021) conveyed that encouraging and recognizing staff who demonstrate responsiveness in administrative services can be a positive incentive. This can motivate staff to maintain high standards of responsiveness. Building a culture of responsiveness in schools involves all staff members and stakeholders. This includes promoting values such as open communication, openness to change, and receptivity to constructive feedback. By designing and implementing responsiveness strategies, schools can create an environment that supports and meets the diverse needs of all individuals involved in the educational process. Responsiveness is a key element of effective and sustainable school management.

Assurance of administrative administration services at SMA Negeri 10 Seluma

Assurance is the knowledge ability and courtesy possessed by employees in providing services to create trust and not cause customers doubts about their services. Guarantee or assurance in service delivery, especially at SMA Negeri 10 Seluma is very important. The abilities and skills of administrative staff following the services they provide. The demands of staff must provide professional

services are also a separate demand for the school administration staff of SMA Negeri 10 Seluma. administrative staff have been professional in providing academic services tailored to the needs of all school stakeholders. The services provided are related to skills, namely the ability of staff to provide services with adequate skills and knowledge, Knowledge, namely the ability of staff to provide services with in-depth knowledge of the products or services offered, Professionalism, namely the ability of staff to provide services with a professional and ethical attitude.

Assurance in the context of administrative services in schools refers to the steps and mechanisms taken to ensure that services meet certain standards and provide confidence to stakeholders about the quality and reliability of these services. Assurance involves the process of monitoring, evaluating, and implementing best practices to ensure that administrative services are in line with expectations and needs (Edvardsson, 1998). Implementation of Assurance for Administrative Services in Schools includes Setting Standards and Policies, Identify and set clear standards and policies related to administrative services. This includes standard procedures, work ethics, and policies related to data security.

Staff Training and Development, Ensure that administrative staff have adequate skills and knowledge to carry out their tasks. Involving staff in continuous training and development is an important step. Implement systems that enable effective reporting and monitoring of the performance of administrative services. This may include utilizing software or applications that support performance tracking and analysis. Conduct periodic internal audits to evaluate compliance with established standards and procedures. Internal audits may involve document checks, staff interviews, and system evaluations. Get regular feedback from stakeholders, including students, parents and teachers. This can be done through surveys, meetings, or discussion forums to assess satisfaction and identify areas that require improvement. Conduct performance evaluations of administrative staff to ensure that they are meeting set standards and objectives. Provide constructive feedback and identify development opportunities (Sangeetha, & Mahalingam, 2011). Consider following a certification or accreditation process from a relevant body or institution. This process can provide additional assurance that administrative services meet recognized standards. Establish an effective risk management system to identify, evaluate, and manage risks associated with administrative services. This includes risks related to security, compliance, and efficiency. Implement a continuous improvement cycle by analyzing evaluation results and feedback. Identify areas of improvement and plan measures to improve service quality and effectiveness.

As stated by Sangeetha, & Mahalingam, S. (2011). The research outlines the Assurance Implementation Stages of Administrative Administration Services in Schools, which include planning, implementation, monitoring and evaluation, continuous improvement, and communication. It outlines the importance of identifying goals, standards, policies, resources, and time for implementation, implementing policies and procedures, tracking service performance, planning corrective measures, and maintaining transparency to build trust among stakeholders.

The empathy of administrative staff in improving service quality at SMA Negeri 10 Seluma

Empathy is a sense of personal attention to customers to establish relationships and communication with customers and an effort to understand the needs and desires of customers. Empathy is related to the behavior of school administrative staff towards all school residents at SMA Negeri 10 Seluma. Based on the results of the research, administrative staff have been polite in the school environment towards all school residents. administrative staff have been able to understand the types of services needed by school residents. This will be directly related to the accuracy of providing the required services, for example, when a teacher needs a letter of assignment to carry out activities outside the school, the responsible administrative staff will quickly serve the request. When talking about the issue of professionalism, clearly in the regulations, administrative staff cannot be declared as professionals because there is no special education that has an output as a teacher school administration staff at SMA Negeri 10. Efforts to give full attention to consumers are efforts that have been made by the administrative staff of SMA Negeri 10 Seluma.

According to Johnston, R. (1995). Empathy in the context of administrative personnel in schools refers to the ability to understand and feel the feelings, needs, and perspectives of others, including students, parents, and school staff. This ability involves sensitivity to the feelings of others, as well as a willingness to provide support and understanding. Implementing empathy in school administration can improve interpersonal relationships, enhance service quality, and create a supportive environment. Empathy Components of Administrative Personnel in Schools include Active Listening, Attentive listening is key in demonstrating empathy. Administrative personnel need to give full attention to what students, parents, or school staff are saying and show that they truly understand the message.

According to Teeroovengadum et al (2016). empathizing with feelings, recognizing and appreciating the feelings of others is an important aspect of empathy. Administrative personnel need to be able to enter the perspective of others, feel what they feel, and respond with understanding. Every individual has their own needs and challenges. Administrative personnel need to be able to understand the unique needs of individuals and provide appropriate support or solutions. Empathy involves being available to provide support and assistance (Elassy, 2015).

Administrative personnel need to demonstrate a friendly attitude, be open to questions, and be ready to assist when needed. Communicating information with sensitivity to the feelings of others is key to empathy. Avoid using words or attitudes that could hurt or demean others (Elassy, 2015). Recognizing and appreciating the diversity of cultures, backgrounds, and experiences is part of empathy. Administrative personnel need to respect differences and create an inclusive environment. How to implement Empathy of Administrative Personnel in Schools. Empathy training is essential for administrative personnel to develop empathy skills, including active listening, understanding feelings,

and sensitivity. A personal approach is recommended, recognizing students, parents, and staff as individuals with unique needs. Active involvement in school activities and community events builds relationships with stakeholders and shows concern for the school's life. An open environment for talking is created, and support is provided when needed. Administrative personnel should be responsive to change and criticism, responding positively and constructively. Policies emphasizing empathy in administrative services should be developed, including guidelines on sensitive communication and empathic approaches. Periodic self-evaluations can be conducted to assess the extent to which empathy is implemented in work.

Tangibles of administrative staff in improving service quality at SMA Negeri 10 Seluma

Tangibles or physical appearance means that the appearance of physical facilities, equipment, equipment, the appearance of personnel, and reliable communication is tangible evidence of the services provided. Tangibles or physical appearance is related to the facilities and infrastructure that support the services provided by academic staff. Parasana for school administration staff at SMA Negeri 10 Seluma already exists but in terms of feasibility, it is not adequate because many administrative staff are placed in a small room. For their facilities, administrative staff feel that they are still lacking, there is only one laptop to support work with the availability of an unstable internet network. The clothes worn by administrative staff are polite and neat because there is a uniform-wearing schedule that has been set by the local government and the principal of SMA Negeri 10 Seluma.

In the context of academic services, schools refer to the physical and material elements that can be seen or felt by stakeholders, such as students, parents, and teachers, which influence their perceptions of the quality of academic services provided by schools. This includes aspects such as physical facilities, equipment, documents, and staff appearance. In terms of academic services, tangibles can play a key role in shaping the image and trust of the school. As Simanjuntak, M. (2022) stated, efforts to implement tangibles in Academic Services include care and maintenance of facilities, ensuring that classrooms, libraries, laboratories, and other academic facilities are clean and well-maintained. Repair or replace broken equipment and ensure safety and comfort in the academic environment. Administrative staff who have direct contact with students, parents, and teachers should take care of their physical appearance. Neat clothes, tidiness, and a friendly demeanor can create a positive impression. (Vijayvargy & Agarwal, 2014).

Ensure that administrative documents, such as student guides, class schedules, and other academic information, are easily available and regularly updated. A neat and easy-to-understand presentation will enhance the user experience. Ensure that equipment and technology used to deliver academic services, such as projectors, computers, or teaching support software, are functioning properly. Vijayvargy, (2014). Says that strive to adopt the latest technology that can improve efficiency and

effectiveness. The arrangement of classrooms, meeting rooms, or administrative offices should be considered. A neat appearance, good layout, and appropriate decoration can create an environment conducive to learning. Provide friendly and proactive customer service. Welcome students, parents, and teachers with a smile listen attentively, and provide help or information politely. Ensure that the school website or other digital platforms provide comprehensive and easily accessible information. Use digital media to present information in an interesting and informative way. Getting involved in school and community activities can create a positive impression. Attend parent meetings, academic events, or extracurricular activities to strengthen relationships with stakeholders. Provide training to administrative staff on interacting with stakeholders, using technology, and improving customer service skills. Get regular feedback from students, parents, and teachers on their experiences with academic services. Armani, et al (2021) said that using information in technology to make continuous improvement and enhancement. Use school branding and identity well. Logos, colors, and other branding elements can give a consistent impression and strengthen the positive image of the school.

Tangibles, such as the physical condition of the school and facilities, can affect the attractiveness of the school to prospective students and parents. If the Tangibles are inadequate, the school may struggle to attract potential students and parents.

Poorly maintained or inadequate aspects of Tangibles can give the impression of unprofessionalism. This can be detrimental to the school's image as a quality educational institution. Tangibles that are not managed well can be an obstacle to school growth. Prospective students and parents may prefer other schools that provide better facilities and physical conditions. If Tangibles are not managed well, there can be issues related to safety and health in the school environment. This can create risks and concerns among stakeholders.

The physical condition of classrooms, libraries, and other facilities can affect the learning environment. Poor tangibles can create barriers to creating an optimal learning environment. Poor physical conditions, for example, inadequate classrooms, can affect student focus and comfort, which in turn can impact academic performance. If Tangibles are not maintained, this may result in greater damage or wear and tear in the future. Greater repair costs may be required to restore already damaged facilities or equipment.

Various efforts to Improve Tangibles in High School Services include Conducting regular maintenance and upkeep on facilities, equipment, and other areas to ensure that all Tangibles remain in good condition, Developing a regular schedule for the repair, renewal, or upgrading of school facilities to always meet standards and needs.

It is important to empower administrative staff with the knowledge and skills to properly care for and maintain the facilities. Involve students, parents, and staff in the maintenance and repair process to gain their input and support. Use an effective facility management system to monitor and manage the

physical condition and maintenance of facilities. Provide and maintain adequate technology infrastructure, such as audio-visual equipment, computer labs, and other technology facilities. Ensure the availability and maintenance of learning equipment, such as projectors, interactive whiteboards, and other devices. Provide adequate sports and arts facilities to support extracurricular activities and student development in various fields. Maintain the physical condition and aesthetics of classrooms to create a conducive learning environment. Ensure that administrative documents such as student handbooks, forms, and guides are updated regularly to provide accurate and relevant information. By prioritizing Tangibles and making consistent efforts to maintain and improve them, schools can create a supportive physical environment and improve stakeholders' perception of the quality of services provided.

Conclusions

Based on the research results for the reliability indicator or accurate service, it is known that administrative staff have been able to provide accurate services to teachers and students. Furthermore, to be able to provide services that are appropriate and timely, administrative staff are required to have the ability. on average, staff already can provide the best service but unevenly. fast service will be provided by administrative staff if needed during working hours only, outside of working hours staff will be busy with other activities. The reliability of administrative staff in this study can be seen from the ability of administrative staff to provide fast and accurate services according to the needs of students and teachers.

Responsiveness means that administrative staff can respond to customer requests or needs in a short time. staff already feel that they provide services according to the needs of school residents but the services provided are tailored to the abilities, work systems, school policies, and expectations of school residents. administrative staff are also patient enough to serve the requests of school residents according to their needs. For school administrative staff, the requests of all school members are not considered difficult because school members already understand each staff member who has special competencies. So if there is a need for a particular field of work, the school community will ask the staff who has the special competence, for example, if there is a need for services related to information technology matters, staff who do master these skills will help.

Assurance in service delivery, especially at SMA Negeri 10 Seluma, is very important. The abilities and skills of administrative staff are by the services they provide. The demands of staff must provide professional services are also a separate demand for the school administration staff of SMA Negeri 10 Seluma. administrative staff have been professional in providing academic services tailored to the needs of all school stakeholders. The services provided are related to skills, namely the ability of staff to provide services with adequate skills and knowledge, Knowledge, namely the ability of staff to provide services with in-depth knowledge of the products or services offered, Professionalism, namely the ability of staff to provide services with a professional and ethical attitude.

Empathy is related to the behavior of school administration staff towards all school residents. Based on the results of the research, administrative staff have been polite in the school environment towards all school residents. administrative staff have been able to understand the types of services needed by school residents. This will be directly related to the accuracy in providing the required services, for example when a teacher needs a letter of assignment to carry out activities outside the school, the administrative staff responsible will quickly serve the request. When talking about the problem of professionalism, it is clear that in the regulations administrative staff cannot be declared as professionals because there is no special education that has an output as a teacher school administration staff at SMA Negeri 10.

Tangibles or physical appearance is related to the facilities and infrastructure that support the services provided by academic staff. Parasana for school administration staff at SMA Negeri 10 Seluma already exists, but in terms of feasibility, it is not adequate because many administrative staff are placed in a small room. For their facilities, administrative staff feel that they are still lacking, there is only one laptop to support work with the availability of an unstable internet network. The clothes worn by administrative staff are polite and neat because there is a uniform-wearing schedule that has been set by the local government and the principal of SMA Negeri 10 Seluma.

Suggestion

The research suggests that school principals should focus on developing business administration competencies and providing regular coaching to administrative staff. Staff should also improve their motivation and learn new skills to provide the best service to the school community. Teachers and students should provide constructive criticism and suggestions to administrative personnel and encourage them to continue developing their skills in supporting school work. This will help improve the overall performance of school services.

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