

# The Relationship Between the Service Quality of Administrative Staff and Student Satisfaction at the Faculty of Education, Universitas Negeri Padang

Mario Firman Simanullang<sup>1\*</sup>, Jasrial<sup>2</sup>, Merika Setiawati<sup>3</sup>, Hendri Budi Utama<sup>4</sup>

<sup>1234</sup> Department of Educational Administration, Padang State University, Padang, Indonesia

## ARTICLE INFO

### Article history:

Received August 07, 2025

Revised August 08, 2025

Accepted August 15, 2025

Available online September 30, 2025

### Keywords:

Service Quality, Administrative Staff, Student Satisfaction



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## ABSTRACT

This research was motivated by a phenomenon indicating that students continue to express complaints regarding the quality of administrative staff services. This is suspected to be due to the service quality not meeting student expectations. The purpose of this study is to analyze the relationship between the quality of administrative staff services and student satisfaction at the Faculty of Education, Universitas Negeri Padang.

This research employed a quantitative correlational approach. The study population included all active students of the Faculty of Education at Universitas Negeri Padang for the 2022 academic year, totaling 1,271 students. The sample was determined using the Slovin formula with a 10% margin of error, resulting in a sample size of 93 students. The research instrument used was a Likert scale questionnaire with five response options, which had been tested for validity and reliability. Descriptive analysis was conducted to calculate the mean, median, mode, and standard deviation. Further analysis included a normality test (with a result of  $0.200 > 0.05$ ), a linearity test ( $F_{\text{count}} = 1.521 < F_{\text{table}} = 3.94$ ), and a hypothesis test using the t-test formula to examine the significance of the correlation between variables.

The data analysis results showed that: 1) Student satisfaction was interpreted as high, at 85%; 2) The quality of administrative staff services was interpreted as good, at 84%; and 3) There was a significant relationship between the two variables, with a correlation coefficient of 0.438 and a t-test result of 5.170. Based on these findings, it can be concluded that the quality of administrative staff services is one of the factors influencing student satisfaction at the Faculty of Education, Universitas Negeri Padang

### Corresponding Author:

Mario Firman Simanullang

Email: [mariofirman799@gmail.com](mailto:mariofirman799@gmail.com)

## 1. INTRODUCTION

The success of a university, particularly in delivering services, is greatly influenced by the achievement of its institutional goals. One critical component in realizing these goals is the quality of human resources, especially administrative staff who serve as the front line in interacting with students. Administrative staff play an essential role in managing academic services such as registration, documentation, and information delivery. Their performance directly impacts students' academic experience and perceptions of the institution's professionalism.

Student satisfaction is an important indicator of the effectiveness and quality of service delivery within higher education. As students increasingly expect efficient, friendly, and professional administrative services, universities are required to continuously improve their internal service

systems. According to Kotler and Keller (2016), satisfaction is a person's feeling of pleasure or disappointment resulting from comparing a product or service's perceived performance to their expectations. In the context of academic administration, if students perceive the service quality to be below their expectations, dissatisfaction may occur, which can eventually affect the university's image and credibility.

Parasuraman, Zeithaml, and Berry (1988) introduced the SERVQUAL model which identifies five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. These dimensions are widely used to measure service performance, especially in public service institutions. For example, reliability refers to the ability to perform the promised service dependably and accurately, while responsiveness relates to the willingness to help and respond to customer needs. In the academic context, a delay in handling documents or a lack of information transparency can lead to perceptions of poor service quality.

According to Tjiptono (2014), the quality of service is the level of excellence expected and control over the level of excellence to fulfill customer desires. When service is well-delivered, it creates positive impressions, builds trust, and increases student engagement with the institution. Conversely, poor service can cause dissatisfaction, complaints, and even a decline in student loyalty. Therefore, evaluating and improving the service quality of administrative staff is essential in ensuring that students receive appropriate support throughout their academic journey.

Several studies have shown that there is a strong relationship between the quality of administrative services and student satisfaction. For instance, research by Wahyuni and Purwanti (2020) showed that responsiveness and assurance significantly influenced students' satisfaction levels in administrative services. Another study by Firmansyah et al. (2021) found that clear procedures, staff courtesy, and timely service were important indicators of perceived quality. These findings underscore the importance of internal service management as a strategic function in higher education administration.

Based on preliminary observations at the Faculty of Education, Universitas Negeri Padang, several service issues were identified that have the potential to reduce student satisfaction. These include: (1) delays in handling academic documents such as transcripts or certificates, (2) overlapping information regarding administrative procedures, (3) lack of responsiveness in answering student inquiries, (4) unprofessional behavior exhibited by a few staff members, and (5) insufficient facilities at service counters. These findings indicate that there is a gap between student expectations and the quality of services currently provided.

Students, as primary service users, demand services that are not only accurate and timely but also delivered with a high degree of professionalism and empathy. When administrative staff are perceived as unresponsive or inconsistent, it undermines the students' sense of trust and satisfaction. This, in turn, can affect their overall academic experience and reduce their motivation to engage with institutional processes.

Therefore, it is essential to conduct a study that specifically investigates how the quality of administrative staff services relates to student satisfaction. By identifying which aspects of service quality contribute most significantly to student satisfaction, the faculty can implement targeted improvements to enhance service performance and student outcomes.

The purpose of this study is to analyze the relationship between administrative service quality and student satisfaction at the Faculty of Education, Universitas Negeri Padang. Specifically, this research aims to examine the extent to which various dimensions of service quality (tangibles, reliability, responsiveness, assurance, and empathy) influence students' perceptions and satisfaction with the services provided by administrative staff. The findings of this study are expected to serve as a reference for improving internal services and fostering a more student-centered administrative environment.

## **2. METHOD, DATA, ANALYSIS**

This study employed a quantitative correlational approach to examine the relationship between administrative service quality and student satisfaction at the Faculty of Education, Universitas Negeri Padang, during the 2022 academic year. From a population of 1,271 active students, a sample of 93 was selected using Slovin's formula with a 10% margin of error, applying proportional random sampling for balanced representation.

Data were collected through a structured Likert-scale questionnaire measuring two variables: administrative service quality (based on the SERVQUAL dimensions of tangibles, reliability, responsiveness, assurance, and empathy) and student satisfaction (based on perceptions of procedures and staff behavior). Validity testing using product-moment correlation showed all items were statistically significant, while reliability testing using Cronbach's Alpha exceeded the 0.6 threshold, indicating good internal consistency.

Descriptive statistics revealed that student satisfaction and service quality scored 85% and 84%, respectively. A Kolmogorov-Smirnov test confirmed data normality (sig. = 0.200), and linearity testing showed an Fcount (1.521) below Ftable (3.94), confirming a linear relationship. Pearson correlation analysis indicated a moderate positive relationship ( $r = 0.438$ ), and the t-test confirmed it was statistically significant ( $t_{\text{count}} = 5.170 > t_{\text{table}}$ ). These results suggest that higher administrative service quality is associated with greater student satisfaction.

### 3. RESULT AND DISCUSSION

#### Result

The results of the research and discussion regarding the work motivation of employees at the West Descriptive statistical analysis revealed that student satisfaction at the Faculty of Education, Universitas Negeri Padang is categorized as high, with a score of 85%. Similarly, the quality of administrative staff services was rated as good, with a score of 84%. The Kolmogorov-Smirnov normality test showed a significance value of 0.200 ( $> 0.05$ ), indicating that the data were normally distributed. The linearity test result ( $F_{\text{count}} = 1.521 < F_{\text{table}} = 3.94$ ) confirmed a linear relationship between the two variables. The Pearson Product Moment correlation coefficient was  $r = 0.438$ , indicating a moderate positive correlation. Furthermore, the t-test produced a  $t_{\text{count}}$  of 5.170, exceeding the critical  $t_{\text{table}}$  value, demonstrating a statistically significant relationship between service quality and student satisfaction.

Tabel 1. Summary of Research Results

Variable / Test	Result	Interpretation
Student Satisfaction	85%	High
Service Quality	84%	Good
Normality Test (Sig.)	0.200	Normal Distribution
Linearity Test	$F_{\text{count}} = 1.521 < F_{\text{table}} = 3.94$	Linear Relationship
Correlation Coefficient (r)	0.438	Moderate Positive Correlation
t-test	$t_{\text{count}} = 5.170$	Significant Relationship

#### Discussion

The findings of this study emphasize the crucial role that administrative service quality plays in shaping students' satisfaction levels. Although both variables scored relatively high, the moderate positive correlation ( $r = 0.438$ ) suggests that while service quality contributes significantly to student satisfaction, it is not the sole influencing factor.

These results align with the SERVQUAL model proposed by Parasuraman, Zeithaml, and Berry (1988), which outlines five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. In the academic setting, these dimensions manifest through timely and accurate responses to students' inquiries, clear procedures, and respectful staff behavior. Among these, responsiveness and reliability appear to have the most direct influence on students' perceptions of service quality.

According to Kotler and Keller (2016), satisfaction is the result of a person's comparison between perceived performance and expectations. When administrative services fail to meet student expectations—due to delayed responses, unclear communication, or lack of professionalism—dissatisfaction may arise, potentially diminishing trust and loyalty toward the institution.

This study reinforces prior research by Wahyuni and Purwanti (2020), who found that responsiveness and assurance are critical in enhancing student satisfaction with academic administrative services. Additionally, Tjiptono (2014) emphasizes that service quality must be

consistently controlled to meet customer expectations; sustained excellence in service delivery fosters trust, loyalty, and a positive institutional image.

While administrative service quality is a key determinant, it is not the only factor affecting student satisfaction. Other variables—such as teaching quality, campus infrastructure, academic advising, and digital service accessibility—may also play influential roles. This is supported by Saputri et al. (2023), who demonstrated that a combination of lecturer performance, academic facilities, and administrative services jointly impacts student satisfaction.

In conclusion, the findings of this study confirm that improving administrative service quality can positively influence student satisfaction. However, institutions should adopt a more holistic approach by also addressing other service domains. Regular staff evaluations, professional development, and structured feedback systems are essential strategies to ensure continuous improvement and a student-centered service culture in higher education.

#### **4. CONCLUSION**

This study concludes that the quality of administrative staff services has a significant and positive relationship with student satisfaction at the Faculty of Education, Universitas Negeri Padang. The findings demonstrate that when administrative services are perceived as reliable, responsive, and professional, students report higher levels of satisfaction. Although both variables—service quality and student satisfaction—were rated highly by respondents, the analysis revealed that there is still room for improvement in specific service dimensions, particularly in terms of responsiveness and communication.

The moderate correlation coefficient ( $r = 0.438$ ) confirms that administrative service quality is one of the contributing factors to student satisfaction, though not the sole determinant. Therefore, continuous improvement in service delivery is essential, especially in higher education environments where student-centered services are a critical aspect of institutional quality. It is recommended that universities regularly evaluate administrative performance, provide staff training, and implement feedback mechanisms to ensure service excellence and enhance student experiences.

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