



Analysis of School Administrative Service Quality Using SERVQUAL Model in SMA Negeri 19 Batam

Fadli Firdaus^{1*}, Nadhilah Nur Fajrina², Mia Syafrina³

^{1, 2, 3} Politeknik Negeri Batam, Batam, Indonesia

Abstract

School administration service is essential in supporting the effectiveness of education management. This study aims to analyze the service quality of administrative staff at SMA Negeri 19 Batam based on students' perceptions, using the five dimensions of SERVQUAL: tangibles, reliability, responsiveness, assurance, and empathy. The qualitative approach with an interpretive-phenomenological paradigm involved in-depth interviews with four purposively selected students. The results showed that the quality of administrative services is still not optimal. The main problems identified include limited physical facilities, shortage of administrative staff, inflexible service procedures, and lack of empathy and friendliness in service interactions. Structural factors such as lack of managerial support and unoptimized work systems also affect service performance. This study confirms the importance of affective dimensions and institutional support in shaping responsive and effective administrative services to student needs. The practical implications of these findings encourage the need for strengthening user-based service systems and excellent service training for school administration personnel.

Keywords: Administrative Services, Service Quality, Administration, SERVQUAL

Article History:

Received April 20, 2025, Revised May 05, 2025, Approved May 20, 2025, Published May 28, 2025.

***Corresponding Author:**

fadlifirdaus@polibatam.ac.id

DOI:

<https://doi.org/10.60036/jbm.618>

INTRODUCTION

In the era of globalization and the Industrial Revolution 4.0, the world of education is required to continue to adapt. One important aspect that must be addressed is public service management. Education now focuses not only on academic achievement, but also on the support system that ensures the smooth running of the teaching-learning process as a whole. One important aspect of the system is efficient, responsive and learner-oriented school administration services (Anatasia, 2024).

Globally, the quality of public services, including in the education sector, has become a measure of the success of government agencies and educational institutions in meeting public expectations. According to the OECD Education at a Glance report (OECD, 2022) learner engagement and satisfaction with the learning environment, including administrative services, contribute significantly to school retention and academic success. Administrative services in the school environment are one of the main supporting factors in achieving educational goals. Administrative staff play an important role in supporting the effectiveness of school operations, ranging from managing student data, finance, correspondence, to services to teachers and students (Sohail Aslam, Maqsood Ahmad, 2021). Administrative personnel or administrative staff not only carry out technical tasks, but also represent the face of school public services in the eyes of students, parents, and the community. In the modern era that demands high efficiency and quality, school administrative services must not only be accurate, but also responsive, fast, and friendly, especially to students as the main users.

SMA Negeri 19 Batam is one of the developing public schools in Riau Islands Province. However, the increase in the number of students has not been matched by the adequate quality of administrative services. The results of observations and initial interviews found several problems, such as the lack of administrative staff, complicated service procedures, and the lack of waiting room facilities so that students have to queue long when paying tuition fees. These conditions reduce student satisfaction as users of administrative services.

The urgency of this research lies in the need to improve the quality of school administration services to create a conducive learning environment and support efficient education management. In the context of secondary education, quality administrative services are an integral part of overall education services (Yansyah, Annur, & Safitri, 2024). Limited human resources and facilities in public secondary schools are structural issues that need to be examined more deeply to find applicable and contextual solutions.

Administrative services provided by administrative staff are one of the important indicators in creating optimal quality of education services. The quality of these services determines the effectiveness of managing students' data, information and administrative needs. This ultimately has an impact on the satisfaction of students as service users. However, in practice, there are still often obstacles in the service process both from the technical aspects, resources, and attitudes of service officers. Therefore, it is important to evaluate the quality of service of administrative staff, especially based on the perceptions of students who directly experience these interactions.

This study aims to analyze the service quality of administrative staff at SMA Negeri 19 Batam using five main dimensions in the SERVQUAL model, namely tangibles, reliability, responsiveness, assurance, and empathy. These five dimensions represent physical aspects, service reliability, responsiveness to needs, assurance of competence and safety, and personal attention in the service process (Tantry Nugroho, 2022). In addition, this research also aims to identify various factors that support and hinder efforts to improve the quality of administrative services in the school environment.

(Teddy, et. al, 2020) suggests five main dimensions in evaluating service quality, namely tangibles, reliability, responsiveness, assurance, and empathy. These five dimensions are known

as the SERVQUAL model, and are widely used in public service studies including in the education sector. In the school context, the quality of administrative services has a significant contribution to learner satisfaction and school management effectiveness (Hasrawia, 2023). An organization can quickly lose its way and fail to achieve its goals if the administrative processes are not efficient and effective. Therefore, it is important for organizations to invest in a well-structured administrative system to ensure their success and growth in the long run (Sukirno, Karyaningtyas, & Hanafi, 2024)

Many previous studies have highlighted the quality of public services in the context of local government, education, or general public services. Research by (Harjanti, Sufianti, Social, & Open, 2024) which focuses on the comfort of appearance, comfort, convenience, facilities and infrastructure, and (Agusven, Kusumah, & Satriadi, 2018) which assesses the quality of public services in the city. Meanwhile, research (Harun & Masrufa, 2023) emphasizes efforts to improve the performance of administrative staff in junior high schools but has not specifically discussed the perceptions of students as service users.

Thus, this research is motivated by the lack of studies that use a qualitative approach based on students' perceptions as the main users of school administration services. In addition, there have not been many studies that examine the quality of administrative services based on the five dimensions of SERVQUAL in public secondary schools, especially in island areas such as Batam.

This research has novelty value in three ways. First, it provides space for students' voices, which have been overlooked in educational administration studies. Second, it was conducted in the local context of SMA Negeri 19 Batam which reflects the challenges of public services in coastal and island areas. Third, it reveals internal factors such as limited personnel and infrastructure that affect service quality.

METHODS

This research uses a qualitative approach with an interpretive-phenomenological paradigm, which aims to understand students' subjective experiences of school administration services. This approach was chosen because the focus of the research was to explore the perceptions of students as service users, not just to objectively assess the quality of service. Through this approach, the researcher seeks to explore the deep meaning of students' experiences in interacting with administrative staff, especially related to correspondence and tuition payment services at SMA Negeri 19 Batam. This research uses a narrative approach which is one type of qualitative approach. This approach emphasizes the depth of individual stories, where even one to two participants can provide meaningful information. Bekele & Ago (2022) states that in the narrative approach, a small number of participants can still produce deep insights. In this study, primary data was obtained through in-depth interviews with four purposively selected students. By considering the representation of various levels of education as well as relevant leadership backgrounds. The four respondents selected consisted of student council leaders, as well as class leaders from levels X, XI, and XII.

This selection aims to obtain a comprehensive and representative view of the quality of services provided by educational institutions. The student council president was chosen because of his role as an institutional representation of students who have broad access and insight into the dynamics of services in the school environment. Meanwhile, the involvement of class leaders from each level is intended to illustrate student perceptions based on different time levels in experiencing school services. Respondents from class X represent new students who are still in the stage of adaptation to the service system, class XI is in the middle phase of a relatively stable educational process, and class XII as senior students who have gone through various phases of service thoroughly.

This combination of respondents allows researchers to examine service quality from various perspectives, both horizontally (roles and positions in student organizations) and vertically (duration of experience with services). This diversity is expected to strengthen the depth of data obtained and provide a more complete picture of students' perceptions of the quality of services received. Thus, although the number of respondents was limited, the variety of backgrounds and experiences possessed by each informant was sufficient to achieve relevant and meaningful information in the context of this study.

In addition, secondary data were collected through direct observation and supporting documentation, such as administrative archives, organizational structure, and visual documentation. According to Milles and Huberman in (Zulfirman, 2022) Data analysis was carried out using an interactive model of which includes three stages: data condensation, data presentation, and conclusion drawing and verification. In the condensation stage, data were selected and categorized based on the five dimensions of service quality (tangibles, reliability, responsiveness, assurance, and empathy) (Teddy, et. al, 2020) . Data presentation was done in the form of descriptive narratives and thematic tables to facilitate interpretation. Data validity was maintained through source triangulation techniques, by comparing data from interviews, observations, and documentation. This approach enables a full understanding of the factors that influence the quality of administrative services in schools and students' perceptions of them.

The SERVQUAL model used in this study refers to the five main dimensions developed by (Berry, Parasuraman, & Zeithaml, 1988), namely:

- Tangibles (physical evidence): includes facilities, equipment, and personnel appearance.
- Reliability: the ability to deliver the promised service accurately and reliably.
- Responsiveness: willingness to help customers and provide services quickly.
- Assurance: the knowledge and courtesy of staff and their ability to inspire trust.
- Empathy: personal attention given to customers.

This model was used as an analytical framework to evaluate students' perceptions of the quality of school administration services. This approach is compatible with phenomenological qualitative studies as it allows in-depth exploration of students' subjective experiences based on the five dimensions.

As a theoretical basis, the SERVQUAL model explains the gap between expectations and perceived performance of service users. This gap is important in assessing overall service quality.

RESULT AND DISCUSSION

Performance Services of Administrative Staff at SMA Negeri 19 Batam

This study aims to analyze the service quality of administrative staff at SMA Negeri 19 Batam based on students' perception. Data obtained from in-depth interviews and observations were analyzed through five dimensions of service quality according to the SERVQUAL model, namely tangibles, reliability, responsiveness, assurance, and empathy (Tedy, et. al,2020). The research findings are presented in the following five main themes:

1. Mismatch of Physical Facilities with Service Needs (Tangibles)

The results of observations and interviews show that the available physical facilities do not optimally support the service process. The unavailability of an adequate waiting room causes students to queue in the hallway or open space, which has an impact on the comfort and orderliness of the service process. As stated by one informant: "We have to queue standing because there is no waiting area, and sometimes we have to wait for the supervising teacher to be served."

In the context of SERVQUAL theory, tangibles include the physical appearance of facilities and equipment that support services (Lovelock in Hardiyansyah, 2011). The absence of a waiting

room and other supporting facilities indicates a gap between expectations and the reality of the services received by students. This is in line with the findings of (Harjanti et al., 2024) which states that the lack of physical facilities in educational administration services has a negative impact on the perception of the quality of services provided.

This indicates the importance of school investment in basic service infrastructure, not only for student convenience but also as a representation of the quality of the institution as a whole. From a public service management perspective, this reflects the lack of optimal client-oriented service, which should be the main principle in education public services.

2. Limitations of Speed and Accuracy of Service (Reliability)

The reliability dimension refers to the ability to provide accurate, reliable and timely services. The research found that although administrative staff try to meet students' needs, the limited number of personnel is a major factor in the low speed of service. The same employee is responsible for a wide range of services, from payment recording to other administrative reporting.

As stated by the informant: "Services are often slow, because there is only one TU employee. When we need a letter or print, we have to wait a long time because they are doing other tasks."

This situation shows that limited human resources directly impact the service reliability dimension. This reinforces the findings of (Yansyah et al., 2024) which states that the quality of school administration services is largely determined by the availability of adequate implementing personnel, both in quantity and competence.

In this context, the meaning of the findings is not simply about delays in service, but about the weak structure of the system that supports the work of the administration. Schools need to apply the principles of task delegation and rational work allocation to avoid dependence on one individual in a complex administrative service system.

3. Lack of Responsiveness in Urgent Situations

Responsiveness is an aspect that is highly highlighted by students. Some students stated that the TU officers were less alert in providing assistance, especially when students needed documents quickly for organizational activities or other urgent needs.

One student stated: "The response from the TU staff is slow, sometimes we have to wait 2-3 days for letters."

This shows the lack of responsiveness to the dynamic needs of students, which is an important element in quality service. In research, (Hamid, Radji, & Ismail, 2020) responsiveness relates to the readiness to assist and respond to customer requests. Low responsiveness can lead to service user frustration and lower trust in the school system as a whole.

This finding also emphasizes the importance of service excellence training for administrative staff, which not only focuses on technical skills, but also on service attitude, flexibility, and time management skills.

4. Lack of Friendliness and Assurance Aspects of Service

The assurance dimension in this context is measured through politeness, communication skills, and service certainty. Some students revealed that administrative staff were sometimes less friendly and seemed not to care when serving students.

One informant's statement: "The officers seemed indifferent and did not welcome us in a friendly manner. We feel like we are being ignored."

This unfriendly service attitude is contrary to the basic values of ethics-based public services, as stated by (Rachmiana, 2024) that a friendly and polite attitude is part of the service

quality assurance that forms user trust. The low level of this dimension is also related to aspects of student psychological satisfaction that are no less important than administrative satisfaction. This finding means that service quality is not only technical, but also affective. TU staff should not only deliver information or perform tasks, but should also build pleasant interpersonal relationships as part of the effort to create a positive service experience.

5. Limited Individualized Care (Empathy)

The last dimension that emerged from the data was empathy or individualized attention. Although some students appreciated TU's readiness to receive complaints, many stated that the approach was still not personalized enough or did not tailor to students' specific needs. One student mentioned: "Sometimes it feels like we are just considered a burden of work, not human beings with special needs."

Empathy in service demands sensitivity to the unique needs of each individual. In the context of education, this dimension is even more important because students are not only customers, but also educational subjects who need guidance and attention. This finding shows that administrative services in schools still run with a rigid bureaucratic approach, not yet transformed into human relations-oriented services.

As stated by (Yuslih, Martono, & Nugroho, 2021) empathy is an important element in public services because it touches on humanistic aspects. Weaknesses in this dimension can lead to emotional distance between officers and service users, which in turn reduces the quality of the overall service experience.

Factors Affecting the Quality of Public Services at SMA Negeri 19 Batam

The quality of public services in educational institutions, including administrative services by administrative staff, is not only influenced by individual competence, but also by organizational structure, availability of resources, work system, and prevailing service culture. Based on the research at SMA Negeri 19 Batam, it was found that several main factors determine the performance of administrative services to students.

1. Limited Human Resources

The dominant factor that most significantly affects service quality is the lack of administrative staff on active duty. Field findings show that there is only one employee who handles administrative services, including tuition payments, filing, and correspondence. This creates a high workload, which in turn affects the speed of service, accuracy of data, and quality of interaction with students.

In the public management literature, this is known as the understaffing problem—a condition where the number of personnel is not proportional to the workload, leading to service delays and decreased service user satisfaction (Denhardt & Denhardt, 2015). This situation also risks causing burnout, which in the long run reduces the overall performance of public organizations.

2. Limited Supporting Facilities and Infrastructure

The second factor that has a major impact on service quality is the lack of supporting physical facilities, such as adequate waiting rooms, queue seats and payment facilities. Many students complained about having to queue in the school hallway without a seat when making payments or handling administration, which not only interferes with comfort but also hampers the teaching-learning process because it creates crowds in the teachers' work areas.

These findings corroborate research (Hutabarat, 2023) which states that service quality is directly influenced by the physical condition of the service environment (service scape), including comfort, cleanliness, and completeness of facilities. In the context of education,

physical facilities are also a reflection of service quality and school concern for the needs of students as internal customers.

3. Non-adaptive Service Procedures

Services that are too procedural without flexibility to the real needs of users become an obstacle. For example, the policy that requires students to be accompanied by a supervising teacher in every student council administration application often delays the service process due to the teacher's limited time. Although this procedure may be designed to maintain order, in practice it actually hampers the efficiency and effectiveness of the service.

In research (Ilham, 2024) service approaches should be collaborative, participatory, and flexible, especially in dealing with dynamic user groups such as learners. The inability of procedures to adjust to the situation in the field can create service dissatisfaction, even when employees are well-intentioned in providing services.

4. Employee Competence and Service Ethics

Service quality is also strongly influenced by the personal competence and attitude of employees in interacting with service users. Some students suggested that the attitude of administrative staff tended to be ignorant or less friendly in communicating, even though substantial services such as recording and documentation had been carried out well. This indicates a void in the affective service dimension-that is, the aspect of service that touches the emotions and feelings of users.

This less empathetic service attitude reflects the suboptimal assurance and empathy dimensions in the SERVQUAL model, which according to (Parasuraman, Zeithaml, & Berry, 1988) are key in shaping customer loyalty and satisfaction with public services. In educational institutions, humanistic and friendly services are not only an administrative necessity, but also play a role in building an inclusive and supportive learning environment.

5. Managerial and Institutional Support

In addition to individual and technical factors, service quality is also strongly influenced by managerial commitment in providing systemic support. The lack of policy intervention to increase the number of employees or provide additional facilities shows that the managerial aspect has not been fully responsive to the actual needs of administrative services. In fact, according to (Rahmadayena et al., 2021) improving the quality of administrative services depends not only on the implementing staff, but also on the support system of school management. In this context, the role of the principal as a strategic policy maker is crucial in shaping the work culture, providing resources, and developing a work system that is oriented towards excellent service.

CONCLUSION

This study confirms that students' perceptions of the service quality of administrative staff at SMA Negeri 19 Batam are influenced by the five dimensions of SERVQUAL, with variations in the level of satisfaction in each dimension. The findings show that despite efforts to improve the service, there is still a gap between expectation and reality, especially in the reliability and responsiveness dimensions. Compared to previous studies that focused on public services in general or in the higher education sector, the unique contribution of this study is its more specific context, namely administrative services in a public high school environment. In addition, the phenomenological approach provides an in-depth understanding of students' subjective experiences in interacting with administrative services, which has rarely been explored qualitatively.

Service quality is largely determined by these five dimensions. However, in the context of administrative services in public schools, this study also enriches the theory by showing that structural aspects such as limited human resources and weak task delegation systems have a significant impact on students' perceptions of services. The study also emphasizes the importance of the affective dimension in public services in educational settings, which is often overlooked in conventional administrative approaches. Therefore, the results of this study not only enrich the literature on public service evaluation in the education sector, but also provide an empirical basis for the formulation of policies to improve the quality of administrative services in public schools.

Limitations

This study has several limitations. First, the limitations from the methodological side, namely the limited number of informants who are experientially representative, but have not covered the diversity of perceptions of the entire student population. This is done because the phenomenological approach emphasizes the depth of data rather than the quantity of respondents. Second, theoretical limitations arise because the research focus only refers to the SERVQUAL model and has not integrated theories of change management or technology-based services that are relevant in the context of digital education.

This limitation opens up opportunities for future research to use a methodological triangulation approach, involve various stakeholder groups such as teachers, TU staff, principals and parents, and develop information technology-based service models for the effectiveness and efficiency of school services.

Research Implications

Practical Implications: The results of this study provide practical recommendations for school management. It is necessary to increase the number of administrative staff so that services can be provided quickly and evenly. Schools need to provide supportive physical facilities, such as waiting rooms and an orderly queuing system. Improving the competence of administrative staff through excellent service training that emphasizes aspects of communication, friendliness, and empathy. Development of digital-based service systems, such as student administration service applications, to reduce manual workload.

Theoretical Implications: Theoretically, this study verifies the validity of the SERVQUAL dimensions in the context of secondary education, but also enriches the approach by including institutional structural factors and interpersonal relations in educational administration services. This research opens up space for the development of a contextualized model of evaluating the quality of education services, especially in island areas or public schools with limited resources.

REFERENCES

- Agusven, T., Kusumah, S., & Satriadi. (2018). Kualitas Pelayanan Publik Sektor Pendidikan (Studi Pelayanan Program Dana Bos Tingkat Sma Pada Dinas Pendidikan Kota Tanjungpinang). *Jurnal Manajemen Dan Bisnis Tanjungpinang*, 2(1), 28–39.
- Anatasia, B. (2024). Strategi Optimalisasi Administrasi Sekolah dalam Meningkatkan Mutu Layanan Pendidikan di UPTD SMPN 2 Parepare, 2(2), 96–107.
- Bekele, W. B., & Ago, F. Y. (2022). Sample Size for Interview in Qualitative Research in Social Sciences: A Guide to Novice Researchers. *Research in Educational Policy and Management*, 4(1), 42–50. <https://doi.org/10.46303/repam.2022.3>
- Berry, L. L., Parasuraman, A., & Zeithaml, V. A. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.
- Denhardt, J. V., & Denhardt, R. B. (2015). The New Public Service Revisited. *Public Administration*

Review. <https://doi.org/10.1111/puar.12347>

- Dr. Teddy Chandra, SE., MM Stefani Chandra, B.Bus.Com, MIB Layla Hafni, S, SE, M. (2020). *Service Quality, Consumer Satisfaction, Dan Consumer Loyalty : Tinjauan Teoritis. Angewandte Chemie International Edition*, 6(11), 951–952.
- Hamid, R., Radji, D. L., & Ismail, Y. L. (2020). Pengaruh Empathy dan Responsiveness Terhadap Minat Kunjungan Ulang Pelanggan. *Oikos Nomos: Jurnal Kajian Ekonomi Dan Bisnis*, 13(1), 27–38. <https://doi.org/10.37479/jkeb.v13i1.7105>
- Harjanti, D., Sufianti, E., Sosial, I., & Terbuka, U. (2024). Kualitas Pelayanan Publik Di Bidang Pendidikan Nonformal / Kesetaraan Pada Satuan Pendidikan Nonformal Sanggar Kegiatan Belajar Dinas Pendidikan Kabupaten Berau, 12(2), 115–124.
- Harun, Z., & Masrufa, B. (2023). Peran Kepala Madrasah Sebagai Manajer Dalam Peningkatan Kinerja Tenaga Administrasi Di MA Miftahul Ulum Cermenan Ngoro Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(1), 105–117. <https://doi.org/10.54437/irsyaduna.v3i1.968>
- Hasrawia, et al. (2023). Pengaruh Kualitas Layanan Administrasi terhadap Kepuasan Siswa di Madrasah Aliyah DDI Lemo Bajo. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, 09(January), 99–112.
- Hutabarat, Z. (2023). Service quality, social media activity , 2023(2016), 638–652.
- Ilham, I. (2024). Dampak Rendahnya Sikap Perilaku Harmonis , Adaptif dan Kolaboratif terhadap Kerja Berkelanjutan Pegawai Publik, 2(3), 190–200.
- OECD. (2022). *Education at a Glance 2022: OECD Indicators*, OECD.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multi-item scale for measuring customer perception of service quality. *Journal of Retailing*.
- Rachmiana, A. (2024). Pengaruh mutu pelayanan terhadap kepuasan pasien di Puskesmas Terakreditasi dan bersertifikat ISO di Kota Banda Aceh, 10(3).
- Rahmadayena, S., Rusdinal, R., Syahril, S., & ... (2021). Kesiapan Menerima Perubahan Masa Pandemi bagi Tenaga Administrasi Sekolah di SMP Negeri se Kabupaten Tanah Datar. *Jurnal Pendidikan ...*, 5, 7401–7406.
- Sohail Aslam, Maqsood Ahmad, H. F. A. and S. E. (2021). Efektivitas Pelayanan Tenaga Administrasi Di SMA Abdussalam Kabupaten Kubu Raya. *Paper Knowledge . Toward a Media History of Documents*, 7(2), 1–18.
- Sukirno, Z. L., Karyaningtyas, S., & Hanafi, A. M. & Des. (2024). Redefinisi Komunikasi Administrasi. *Jurnal Ilmiah Administrasita*, 15(1), 56–73.
- Tantry Nugroho. (2022). Pengukuran Kualitas Layanan Pendidikan Metode Servqual Dalam Rangka Menciptakan Loyalitas Peserta Pada Latsar CPNS. *Jurnal Widyaiswara Indonesia*, 2(4), 201–212. <https://doi.org/10.56259/jwi.v2i4.70>
- Yansyah, E., Annur, S., & Safitri, D. (2024). Kinerja Tata Usaha dalam Memberikan Pelayanan Administrasi Kesiswaan di MTs Al-Kahfi Palembang. *Journal Of Social Science Research*, 4(3), 12197–12212.
- Yuslih, D. F., Martono, T., & Nugroho, J. A. (2021). Pengaruh Kualitas Pelayanan Dan Citra Sekolah Terhadap Kepuasan Siswa Di Sma Negeri 1 Jatisrono. *BISE : J Urnal Pendidikan Bisnis Dan Ekonomi*, 7(1), 1–10.
- Zulfirman, R. (2022). Implementasi Metode Outdoor Learning dalam Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Agama Islam di MAN 1 Medan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(2), 147–153. <https://doi.org/10.30596/jpppp.v3i2.11758>