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# TEACHERS' PERCEPTIONS REGARDING THE QUALITY OF SERVICES PROVIDED BY SCHOOL ADMINISTRATIVE STAFF AT SMA NEGERI 1 PAYAKUMBUH CITY

**Keysha Ardian Fatika[1], Yulianto Santoso[2], Ermita[3], Enceria Damanik**
[1,2,3,4,] Universitas Negeri Padang, Indonesia

Email: keyshaardian4@gmail.com

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***ABSTRACT***

*Objective: This study describes teachers' perceptions of the service quality of School Administrative Staff at SMA Negeri 1 Kota Payakumbuh based on four indicators: service timeliness, service accuracy, service accessibility, and administrative data security. Methods: A quantitative approach with a descriptive design was employed. The population consisted of 98 teachers, all of whom participated through total sampling. Data were collected using a five-option Likert-scale questionnaire and analyzed using descriptive statistics based on mean scores. Results: The overall mean score for service quality was 3.26, categorized as fairly good. The mean scores were 3.15 for service timeliness, 3.33 for service accuracy, 3.17 for service accessibility, and 3.37 for administrative data security. All indicators were categorized as fairly good. Novelty: This study provides an empirical description of school administrative service quality based on teachers' experiences as service users. The findings identify service timeliness as the lowest-rated indicator and therefore an area requiring priority improvement. Meanwhile, service accuracy, accessibility, and administrative data security should be maintained and continuously improved to support more reliable administrative services.*

## ABSTRAK

*Objektif: Penelitian ini bertujuan mendeskripsikan persepsi guru tentang mutu layanan Tenaga Administrasi Sekolah di SMA Negeri 1 Kota Payakumbuh berdasarkan empat indikator, yaitu ketepatan waktu pelayanan, ketelitian pelayanan, kemudahan akses pelayanan, dan keamanan data administrasi. Metode: Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi berjumlah 98 guru dan seluruhnya menjadi responden melalui teknik total sampling. Data dikumpulkan menggunakan angket skala Likert lima pilihan dan dianalisis dengan statistik deskriptif melalui perhitungan nilai rata-rata. Hasil: Mutu layanan memperoleh rata-rata keseluruhan 3,26 dalam kategori cukup bermutu. Rata-rata ketepatan waktu pelayanan sebesar 3,15, ketelitian pelayanan 3,33, kemudahan akses pelayanan 3,17, dan keamanan data administrasi 3,37; seluruhnya termasuk kategori cukup bermutu. Kebaruan: Penelitian ini menyajikan gambaran empiris mutu layanan administrasi sekolah berdasarkan pengalaman guru sebagai pengguna layanan. Temuan menunjukkan bahwa ketepatan waktu pelayanan menjadi aspek dengan nilai terendah sehingga perlu mendapat prioritas perbaikan, sedangkan ketelitian, kemudahan akses, dan keamanan data perlu dipertahankan serta ditingkatkan secara berkelanjutan. Hasil ini dapat menjadi bahan pertimbangan bagi kepala sekolah dalam menetapkan langkah evaluasi dan perbaikan layanan administrasi secara terarah.*

***Keywords:*** *Teachers' Perceptions; Service Quality; School Administrative Staff; Administrative Services*

## INTRODUCTION

The provision of education depends not only on the learning process but also on effective school administration. School Administrative Staff (SAS) support educational activities through correspondence, personnel records, teacher data, and other administrative services. The quality of these services matters because teachers rely on accurate and timely administrative support to carry out their professional duties (Arina et al., 2022; Ananda et al., 2022),

Service quality refers to a provider's ability to meet users' needs and expectations. In school administration, this quality can be examined through the timeliness of service delivery, accuracy in handling data and documents, ease of access, and protection of administrative information. Research on educational services also emphasizes the importance of matching service delivery with users' expectations (Tjiptono, 2017; Badriah & Pramularso, 2024).

Previous studies have discussed school administrative services from different perspectives. Ikhsan and Santoso (2023) identified issues related to timeliness and accountability in administrative services, while Putri et al. (2021) examined information-technology-based student administration. Febriani et al. (2023) also highlighted the importance of technical competence in digital correspondence and archiving. Studies on personnel administration and correspondence services also show that technology-supported administrative work is relevant to service delivery (Rahayu et al., 2021; Triana et al., 2021; Hoerunnisa et al., 2024). These studies support the need to examine administrative service quality in accordance with the needs of its users.

A preliminary survey through interviews with six teachers at SMA Negeri 1 Kota Payakumbuh identified several service concerns. Teachers described administrative documents that sometimes took longer than expected, waiting when requesting administrative data, difficulties in accessing some services, unclear explanations of procedures, and the need to strengthen administrative data security. These initial observations are summarized in Table 1 and indicate the need for a systematic assessment based on teachers' experiences.

**Table 1. Summary of Preliminary Interviews with Six Teachers**

| Preliminary issue | Description reported in interviews |
|---|---|
| Service completion time | Some administrative documents took longer than teachers expected. |
| Waiting for administrative data | Teachers sometimes had to wait when requesting administrative data. |
| Service accessibility | Access to some administrative services was not always easy. |
| Service procedures | Information about service procedures was not always clearly explained. |
| Administrative data security | Teachers considered that data security safeguards needed further attention. |

Although previous studies have examined school administrative services, this study focuses on teachers' perceptions of four indicators: service timeliness, service accuracy, service accessibility, and administrative data security. The four indicators were selected to reflect the administrative service issues identified during the preliminary survey and the

specific service needs of teachers. This focus provides a school-level empirical description that can inform service evaluation (Fitra et al., 2024; Badriah & Pramularso, 2024).

Based on this background, the study aims to describe teachers' perceptions of the service quality of School Administrative Staff at SMA Negeri 1 Kota Payakumbuh across the four indicators: service timeliness, service accuracy, service accessibility, and administrative data security

## RESEARCH METHODS

This study used a quantitative approach with a descriptive design to describe teachers' perceptions of the service quality of School Administrative Staff at SMA Negeri 1 Kota Payakumbuh. The variable was measured through four indicators: service timeliness, service accuracy, service accessibility, and administrative data security.

The population consisted of 98 teachers at SMA Negeri 1 Kota Payakumbuh. Because the entire population was included, the study used total sampling and involved all 98 teachers as respondents. The research instrument was a questionnaire developed from the four indicators and their sub-indicators. Before the main data collection, the questionnaire was pilot-tested with 20 teachers at SMA Negeri 2 Payakumbuh, who were outside the research sample. The pilot test was conducted to examine item validity and instrument reliability.

The main research data were collected by distributing the questionnaire to the 98 respondents at SMA Negeri 1 Kota Payakumbuh. Responses were recorded using a five-point Likert scale, from strongly disagree (1) to strongly agree (5). The data were analyzed using descriptive statistics by calculating the mean score for each item, indicator, and the overall variable

The questionnaire contained 40 statements covering the four study indicators; it did not use the five SERVQUAL dimensions as its operational indicators. The instrument was pilot-tested with 20 teachers at SMA Negeri 2 Payakumbuh. Item validity was assessed using the Pearson Product-Moment correlation at a 5% significance level. All 40 items were valid, with r-count values ranging from 0.509 to 0.903, exceeding the r-table value of 0.444. Reliability testing produced a Cronbach's Alpha coefficient of 0.965, which exceeded the 0.70 criterion. The analysis was conducted using IBM SPSS Statistics 26 (Arikunto, 2021).

**Figure 1. Research Procedure.**

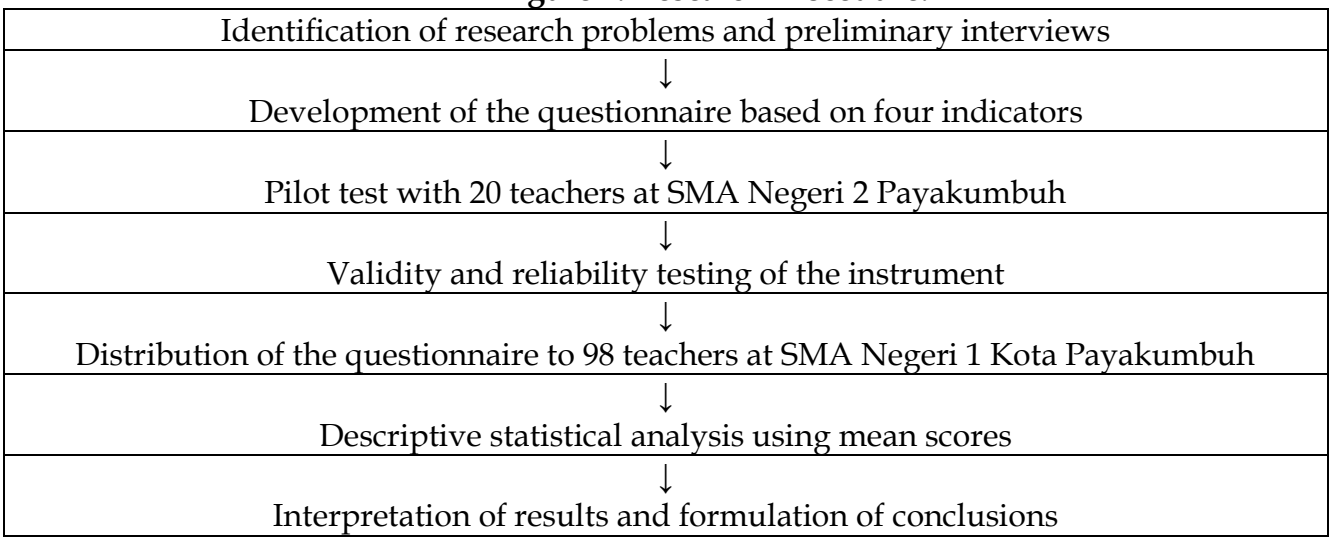


**Table 2. Score Interpretation Intervals**

| Score Interval | Category |
|---|---|
| 4.21–5.00 | Very Good Quality |
| 3.41–4.20 | Good Quality |
| 2.61–3.40 | Fairly Good Quality |
| 1.81–2.60 | Poor Quality |
| 1.00–1.80 | Very Poor Quality |

Before being used in the study, the instrument was pilot-tested on respondents outside of the research sample who shared similar characteristics with the actual research participants. The instrument testing included both validity and reliability assessments. Validity was tested using the Pearson Product-Moment correlation by comparing the calculated r-value (r-count) against the critical r-value (r-table) at a 5% significance level. The results for the 40 statement items indicated that all items were valid, with calculated r-values ranging from 0.509 to 0.903, compared to an r-table value of 0.444. Furthermore, the reliability test, conducted using Cronbach's Alpha, yielded a coefficient of 0.965. As this value exceeds the 0.70 threshold, the research instrument is considered reliable and suitable for use in data collection.

**Table 3. Instrument Validity Test Results**

| **Information** | **results** |
|---|---|
| Number Of Statement Items | 40 |
| R-Table Value | 0.444 |
| Range Of Calculated R-Values | 0.509-0.903 |
| Number Of Valid Items | 40 |
| Number Of Invalid Items | 0 |

*S Source: Results of the research instrument pilot test, 2026*

**Table 4. Instrument Reliability Test Results**

| **Reliability Statistics** | |
|---|---|
| Cronbach's Alpha | N of Items |
| .965 | 40 |

*Source: Results of the research instrument pilot test, 2026*

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## RESULTS AND DISCUSSION

### *Resuts*

The study involved 98 teachers at SMA Negeri 1 Kota Payakumbuh. Teachers' perceptions of School Administrative Staff service quality were analyzed using four indicators: service timeliness, service accuracy, service accessibility, and administrative data security. The mean score was calculated for each indicator and for the overall variable.

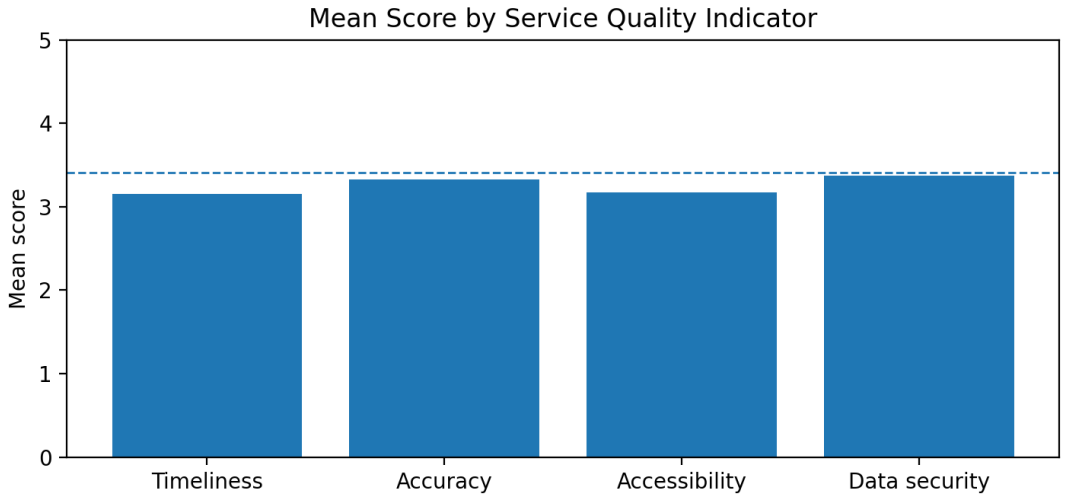
The overall mean score was 3.26, which falls within the 2.61–3.40 interval and is categorized as fairly good quality. The mean scores for the four indicators are presented in Table 4.

**Table 5. Average Perception Score of Teachers Regarding the Quality of Services Provided by School Administrative Staff**

| No. | Indicator | Mean Score | Category |
|---|---|---|---|
| 1 | Service Timeliness | 3.15 | Fairly Good Quality |
| 2 | Service Accuracy | 3.33 | Fairly Good Quality |
| 3 | Service Accessibility | 3.17 | Fairly Good Quality |
| 4 | Administrative Data Security | 3.37 | Fairly Good Quality |
| Overall Mean | | 3.26 | Fairly Good Quality |

*Source: Research data processing results, 2026*

Figure 2. Mean Score for Each Service Quality Indicator




Based on Table 4, it can be seen that all indicators of administrative service quality fall into the "fairly good quality" category. The indicator for administrative data security received the highest average score, at 3.37. This is followed by the indicator for service accuracy with an average score of 3.33, ease of access to services with 3.17, and service timeliness with 3.15. Meanwhile, the overall average score of 3.26 indicates that, in general, teachers perceive the quality of administrative services at SMA Negeri 1 Kota Payakumbuh to be "moderately high."

In terms of average scores, administrative data security is the highest-rated indicator, while service timeliness is the lowest-rated. Although there are differences in the scores among the four indicators, they all fall within the same category. These results suggest that while teachers consider the quality of administrative services to be adequate, there are still aspects of the service that require attention and improvement.

*Discussion*

1. **Quality of Service Provided by School Administrative Staff Based on the Indicator of Service Timeliness**

   The research results indicate that the indicator for service timeliness—based on data from 98 respondents—achieved an average score of 3.15, placing it in the "fairly good quality" category (within the 2.61–3.40 interval). Item P03 received the highest score at 3.31, while P01 received the lowest at 2.97. All items within this indicator fall into the same category. These findings highlight the need to improve service timeliness, particularly regarding the components that received the lowest ratings.

   This result aligns with the concept of service quality proposed by Tjiptono (2017), which posits that service quality relates to a service provider's ability to meet the needs and expectations of service users. Consequently, high-quality service is defined not merely by the availability of services, but also by the staff's ability to deliver services within the timeframe required by the users. Therefore, the School Administrative Staff (SAS) needs to enhance its responsiveness to requests and improve the timeliness with which it addresses teachers' administrative needs.

2. **Quality of Service Provided by School Administrative Staff Based on Service Accuracy Indicators**

   The service accuracy indicator received an average score of 3.33, placing it in the "Fairly Good Quality" category (based on an interval of 2.61–3.40). The highest score was recorded for item P11 (3.50), which falls into the "Good Quality" category,

while the lowest score was for item P20 (3.18), categorized as "Fairly Good Quality." Three of the ten items fall into the "Good Quality" category, while the remaining seven are classified as "Fairly Good Quality." These ratings indicate that while some components of accuracy are relatively strong, the overall performance still requires improvement.

The average score suggests that the aspect of accuracy has been rated quite favorably by the teachers. However, these results do not imply that the entire service process is entirely free from errors. Therefore, the administrative staff (TAS) must maintain diligence in their work, double-check data and documents before submission, and ensure that the administrative information provided aligns with the needs of the service users. This aligns with the perspective of Tjiptono (2017), who notes that service quality is linked to a service provider's ability to meet user expectations. Accuracy is a crucial element in providing reliable administrative services.

3. **Quality of Service Provided by School Administrative Staff Based on Indicators of Service Accessibility**

The indicator for ease of access to services received an average score of 3.17, placing it in the "Fairly Good Quality" category (within the 2.61–3.40 interval). Items P21 and P28 shared the highest average score of 3.41, falling into the "Good" category, while item P24 received the lowest average score of 2.88, falling into the "Fairly Good Quality" category. With two items rated as "Good" and eight as "Fairly Good," it is evident that the ease of access requires improvement across most of the measured components.

An average score of 3.17 indicates that the ease of access to services remains in the "Fairly Good Quality" category. This highlights the importance of school efforts to clarify service procedures, provide easily understandable information, and enhance communication between administrative staff and teachers. The ease of obtaining services is an integral part of service quality, as users require not only the final service outcome but also a service process that is accessible and easy to comprehend. Consequently, administrative staff must provide clear information and ensure that teachers are well-informed on how to access the administrative services they need.

4. **Quality of Service Provided by School Administrative Staff Based on Administrative Data Security Indicators**

The administrative data security indicator received an average score of 3.37, placing it in the "Fairly Good Quality" category (within the 2.61–3.40 interval). The highest score was recorded for item P40 (3.54, "Good"), while the lowest was for item P32 (3.20, "Fairly Good Quality"). Four items fell into the "Good" category, and the remaining six were classified as "Moderately Good." Despite having the highest average score among the indicators, this does not alter the conclusion that data security still requires improvement according to the study's criteria.

The relatively high average score for this indicator suggests that teachers perceive the administrative data security aspect more favorably than other aspects. However, this does not imply that administrative data management is entirely secure. School administrative staff (TAS) must continue to prioritize document confidentiality, the management of access rights, organized data storage, and protection against the risk of data loss or damage. Such efforts are essential to maintain the trust of service users and to support responsible school administrative

management.

5. **Overall Quality of Service Provided by School Administrative Staff**

Overall, the research findings indicate that the quality of administrative support services (TAS) at SMA Negeri 1 Kota Payakumbuh received an average score of 3.26, placing it in the "fairly good quality" category. This suggests that the administrative services provided by the TAS staff meet the teachers' needs to a reasonable extent, though they have not yet reached a level that would be considered "high quality." All four indicators examined fell into this same "fairly good quality" category.

Among these four indicators, the security of administrative data received the highest average score (3.37), while the timeliness of service delivery received the lowest (3.15). This disparity shows that the teachers' assessments of the various aspects of service are not entirely uniform; the security of administrative data is perceived relatively more favorably, whereas the timeliness of service delivery is an area that requires greater priority for improvement.

These findings reinforce the perspective that service quality is not determined by a single aspect alone; rather, it relates to a service provider's overall capacity to meet the needs and expectations of its users. As per the concept of service quality proposed by Tjiptono (2017), service delivery must ensure alignment between the services provided and user expectations. In the context of this study, such alignment is reflected in timeliness, accuracy, ease of access, and the security of administrative data.

Consequently, improving the quality of administrative support services (TAS) requires a comprehensive approach that specifically addresses areas receiving relatively lower ratings. Schools can foster greater timeliness through more structured task management and service completion processes; enhance accuracy by rigorously verifying data and documents; clarify service procedures and information; and strengthen the protection of administrative data. These efforts are expected to elevate the quality of administrative support services, thereby ensuring that administrative operations are better equipped to support the needs and professional duties of teachers within the school.

## Conclusion

The study concludes that teachers' perceptions of the service quality of School Administrative Staff at SMA Negeri 1 Kota Payakumbuh are in the fairly good category, with an overall mean score of 3.26. The mean scores for service timeliness, service accuracy, service accessibility, and administrative data security were 3.15, 3.33, 3.17, and 3.37, respectively. Administrative data security received the highest score, while service timeliness received the lowest. These findings indicate that the administrative services are considered fairly good but still require improvement, particularly in completing administrative requests and responding to teachers' needs on time. Schools are also encouraged to maintain accuracy, simplify access to services, and strengthen administrative data protection. This study is limited to one school and teachers' perceptions; future studies may involve more schools or additional perspectives to obtain a broader understanding of administrative service quality.

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