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The Influence of Service Quality and Teacher Performance on Student Satisfaction with Administrative Services

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ABSTRACT

Student satisfaction represents something that is very useful in achieving school targets, for this reason school principals must pay attention to the quality of service and teacher performance because both are able to provide services for students to feel and see. The aim of this research is to determine the influence of service quality and educator performance on student satisfaction with administrative services at SMA Plus Budi Utomo Makassar. This research is included in descriptive research with a quantitative approach. The sample in this study was 103 students at SMA Plus Budi Utomo Makassar using a simple random sampling technique. In this research, data collection techniques used were observation, questionnaires, interviews and documentation. Meanwhile, the various data analyzes in this research used descriptive statistical analysis, classical assumption tests, hypothesis tests and multiple linear regression. The results of the research explain that the service quality variable is at a good level, while the teacher performance variable is at a very good level, and the student satisfaction variable is at a very good level. Based on the results of the correlation test, the two variables, namely service quality and student satisfaction, have a moderate relationship, while the two variables, namely teacher performance and student satisfaction, do not have a significant relationship. Based on the partial test results, it was concluded that there was a positive and significant influence on service quality on teacher performance, and no positive and significant influence on teacher performance on student satisfaction at SMA Plus Budi Utomo Makassar. Meanwhile, service quality and teacher performance simultaneously influence student satisfaction.

Keywords: Service quality, teacher performance, student satisfaction

INTRODUCTION

Nowadays, some people understand the influence of education. Therefore, an increasing number of people need educational services to improve the quality of education. Education is like an economic good, namely the result of a service that can be sold using a good service marketing plan. In line with increasingly rapid economic progress, the issue of school tournaments is getting closer as well. Therefore, schools are required to identify the forms of competition they face and try to implement appropriate strategies to market their educational services.

In the field of education, a school is considered quality if it can strive to provide educational services that meet the desires and interests of consumers (Bazar et al., 2024; Halimah & Munir, 2017; Susanty et al., 2018). In this way, the quality of educational services or services can be identified by comparing students' perceptions of the services they receive with their actual expectations.

In general, satisfaction is an individual's feeling of happiness or despair that occurs after comparing the performance or results of a product under consideration with the desired performance or results. If performance is not in sync with desires, consumers will feel

dissatisfied. Consumers feel very satisfied when performance exceeds their expectations. Students are educational institutional customers who deserve to be satisfied. By measuring the level of student satisfaction, it will be known whether the skill functions previously carried out by educators are in accordance with the students' aspirations or not.

According to (Sumarni et al., 2016)that, "student satisfaction can be caused by several factors such as the learning process in the school environment, interactions, administrative services and school management". Included in the learning process are the methods used by educators to provide learning material to their students. The school area is included as a stable living situation for both teachers and their students. Good interaction between educators and students means that daily activity at school is also a factor in student satisfaction. School administration and management services also have a big impact on student satisfaction because these two things are important activities in fixing the wheels of the institution, in this case the school.

In educational institutions, quality services provided to customers, especially students, represent the key to ensuring their existence. This is because educational institutions form institutions that operate in the service sector so that service is an important product offered. Performance is inherent in a person or institution in carrying out and completing work according to its main tasks and tasks. All activities carried out in accordance with a person's main task will definitely build long-awaited desires. The work must be carried out by experts who have a field in the work itself. In this way, the obligations that are attached to oneself become a mandate that is carried out in totality and with full seriousness. School as an institutional form in education is seen as a system, namely work units consisting of a group of people who carry out various tasks and obligations and are coordinated to contribute to achieving educational goals.

Teacher performance is all efforts in carrying out activities in the school to be more active, so that the educational targets that have been determined can be achieved fully from the learning activities carried out by educators according to the targets and directions that have been determined (Akib & Saleh, 2015; Sumarni et al., 2016). Evaluation is carried out at the beginning, procedure and end of the lesson. At the beginning of the lesson evaluation is carried out through a free test and apperception. Evaluation in the learning process can be done through observation, question and answer and discussion. And final evaluation of learning process activities can be done through post tests, giving assignments, and so on. The evaluation carried out is learning outcomes and learning achievements. This research is in line with research conducted (Sumarni et al., 2016) regarding "The Influence of Service Quality and Teacher Performance on Student Satisfaction at Angkasa Lanud Husein Sastranegara Vocational School, Bandung City" that service quality has a positive and significant effect on student satisfaction. This means that the higher the quality of service, the positive impact it will have on student satisfaction. As with research carried out by (Amirullah & Darwis, 2015) regarding "Teacher Competence in Improving Student Learning Achievement at State Middle Schools in the City of Banda Aceh" that to become a professional teacher not only fulfills one ability but four abilities, namely pedagogical abilities, personal abilities, professional abilities, and social abilities. Professional teachers are not only able to provide lessons in class but are able to educate and foster good attitudes in their students.

Based on the results of observations carried out by researchers in September 2022 at SMA Plus Budi Utomo, several problems were found, such as some administrative staff providing slow service, low responsiveness of administrative staff in helping students, and a lack of educational personality that students could emulate. This research aims to understand the picture of service quality, the picture of teacher performance, the picture of student satisfaction, how much influence service quality has on student satisfaction, the influence of educator performance on student satisfaction, and the influence of service quality and teacher performance on student satisfaction simultaneously in Budi Utomo Plus High School

Makassar. The service quality indicators according to (Tjiptono, Fandy & Chandara, 2016) includes: physical evidence (tangible), reliability (reliability), responsiveness (responsiveness), assurance (assurance), and empathy (empathy). The indicators for teacher performance according to (Law No. 14 of 2005 Concerning Teachers and Lecturers Article 10 Paragraph 1, 2005) include: pedagogic competence, personality competence, professional competence and social competence. The indicators of student satisfaction according to (Halimah & Munir, 2017) include: product quality, emotional, and cost. The hypothesis in this research is that service quality has a positive and significant influence on student satisfaction, while teacher performance does not have a positive and insignificant influence on student satisfaction at SMA Plus Budi Utomo Makassar.

METHOD

The type of research carried out in this research is descriptive research and uses a quantitative approach. This research aims to measure the relationship or correlation between the variables to be studied, namely service quality and teacher performance on student satisfaction with administrative services at SMA Plus Budi Utomo Makassar. Meanwhile, the quantitative approach in this research, both data and analysis, is based on statistical calculations.

The population used in this research is all SMA Plus Budi Utomo Makassar students, totaling 140 students. To determine the sample size for this study, the Slovin formula was used with an error rate of 5%. The sample used in this study was drawn from 50% of the existing population, so the sample size was 140/1 + 140 x (〖5%)〗^2 = 103.70, so the sample for this study was rounded up to 103 people. The sampling technique in this research used simple random sampling. The simple random sampling technique distributes equal opportunities to all members in a population that will be used as a sample. It is said to be simple because the sampling of the population will be carried out randomly, and without distinguishing between the levels or strata embedded in the population.

In this research, the data analysis techniques used are descriptive statistics, classical assumption testing, hypothesis testing, and multiple linear regression. Statistics using percentage, mean and standard deviation analysis. The classical assumption test requires a normality test, correlation test (Sugiyono, 2019). The hypothesis tests consist of partial tests (T), simultaneous tests (F), and coefficient of determination (R^2). As for multiple linear regression. The statistical tool used to analyze the results in this research is Statistical Standard Solution Software (SPSS) 26.

RESULTS AND DISCUSSION

Overview of Service Quality

Good service quality is very important for schools because high service quality is a product that can perform its function. In other words, if there is no service quality, the school cannot operate well, so service quality has an influence on the school. The results of this research are strengthened by the opinion according to (Lucyianaa et al., 2023) "The desired service is a service of value, quality is essentially about good service, namely the actions and methods of employees when responding to consumers when responding to consumers and the public in a satisfactory manner." Service quality consists of tangible, reliability, responsiveness, assurance, and empathy.

Tangible namely assets in the form that can be manifested physically using the five senses, such as appearance, facilities and infrastructure. (Niswaty et al., 2019) stated that, "appearance greatly influences the service process in increasing the quality of service". In this

case, the administrative staff will maximize their performance to serve students until the final goal of satisfaction can be achieved.

TangibleIn this indicator, physical evidence is provided by the school and administrative staff to students so that students feel satisfied. In this indicator aspect, it shows that the tangible at SMA Plus Budi Utomo Makassar is at a very good level at a percentage level of 89.19%. The results of the research show that the existing facilities and infrastructure have been utilized well in the service process and the administrative staff looks neat and polite in accordance with school regulations. The school does its best to make students feel comfortable going to school.

(Niswaty et al., 2019) states that, "employees must have adequate abilities and skills". The services provided by administrative staff to students include fast, thorough and satisfactory service.

ReliabilityIn this indicator, speed and accuracy of service provided by administrative staff to students. In this indicator aspect, it shows that reliability at SMA Plus Budi Utomo Makassar is at a very good level with a percentage level of 78.18%. The research results stated that the service provided by administrative staff was not fast. This shows that the administrative staff provides very thorough and timely service, but sometimes the administrative staff cannot complete student requests quickly.

(Niswaty et al., 2019) stated that, "the provisions are to help and provide responsive and appropriate services to consumers with clear information explanations". Responsiveness is the service that administrative staff provide responsively and the desire of administrative staff to help with difficulties experienced by students.

Responsivenessin this indicator the responsiveness of administrative staff to the services provided to students. In this indicator aspect, it shows that responsiveness at SMA Plus Budi Utomo Makassar is at a good level with a percentage level of 79.74%. The results of this research indicate that the responsiveness of administrative staff has not been described as very good, although administrative staff quickly helped students with difficulties they were experiencing.

According to(Tjiptono, Fandy & Chandara, 2016), "employees who create a sense of confidence in consumers, make consumers feel protected when carrying out services, employees who regularly behave politely, employees who can answer consumer questions." The services provided by administrative staff inspire confidence and politeness in students.

Assurancein this indicator the trust given by administrative staff to students, as well as security. From the aspect of this indicator, it shows that assurance at SMA Plus Budi Utomo Makassar is at a very good level with a percentage level of 81.48%. The results of this research show that students are very confident in the services provided by administrative staff. For example, students no longer feel worried about their personal data because administrative staff have stored students' personal data properly and safely. The security provided by

(Esteve-Gibert et al., 2020) states that, "empathy is giving willing and personal reflection to the customer by trying to meet the consumer's needs." The personal view that the school provides to students as well as good communication.

EmpathyIn this indicator, administrative staff provides a personal view of students. In this indicator aspect, it shows that empathy at SMA Plus Budi Utomo Makassar is at a good level with a percentage level of 71.78%. The results of this research indicate that the attention given by administrative staff to students is not good enough because even though administrative staff provide reflection, the solutions provided are late or inappropriate so that the sadness felt by students is not reduced. However, communication between students and administrative staff often occurs or does not occur miscommunication.

Overview of Teacher Performance

Good teacher performance is very important for students because high teacher performance can help students realize their dreams, and also the role of educators is very important. The results of this research are supported by opinions (Nurdin & Andriantoni, 2019) that "in an educational environment, a teacher is an educator, guide, trainer, and curriculum developer who creates controlled learning situations and conditions that are happy, interesting, provide a sense of protection, and provide space for students to think actively, creatively, and innovatively in exploring and combine their capabilities." Teaching performance consists of pedagogical abilities, personal abilities, professional abilities and social abilities.

Pedagogical abilities

In the teacher performance variable in this research, there are 4 indicators, namely: pedagogic ability, personal ability, professional ability, and social ability. To be able to get a picture of the service quality of SMA Plus Budi Utomo Makassar, the data presented in this research is data obtained from questionnaire scores that were distributed to 103 students who made up the research sample.

From the results of the data processing carried out, it can be concluded that the results on teacher performance indicators are at a very good level with a percentage level of 82.23%. However, the personal ability indicator is at a good level due to the lack of educational personality that students can emulate or take from the good side. And from the three indicators of teacher performance it can be said to be very good, such as educators using teaching methods that suit the characteristics of students and not being boring, educators are professional in teaching in the classroom, and social teachers are very effective and teachers are reflective of their students.

According to (Simarmata et al., 2020) "Teachers' expertise in developing learning activities using ICT in terms of planning, implementing and assessing learning is an indicator of the development of teachers' pedagogical competence in the 21st century." The ability to manage learning well, such as understanding what stage students are at.

Pedagogical ability in this indicator is the ability of an educator in the teaching and learning process in the classroom. In this indicator aspect, it shows that the pedagogical abilities at SMA Plus Budi Utomo Makassar are at a very good level at a percentage level of 85.92%. The results of this research show that the teaching staff have managed the class well using teaching methods according to the characteristics of the students so that students find it easy to grasp the lessons that have been delivered. And the teacher repeats the lessons that have been taught so that students don't forget easily.

According to (Hidayat, 2021), "individual skills that reflect the character of a steady, stable, mature, wise and dignified, exemplary and noble character for students". Teachers as educators should have this personality.

Personal ability in this indicator is the personality of a teacher within the scope of the school. In this indicator aspect, it shows that personal abilities at SMA Plus Budi Utomo Makassar are at a good level with a percentage level of 79.12%. This shows that teachers should have these three personalities so that they can be examples for students who apply them in everyday life. Teachers' actions have an important influence on students when they have completed their education.

Professional ability is an educator's skill in mastering material as an educator in a school which includes developing a syllabus, and carrying out responsibilities and roles. This is in line with (Batari et al., 2018) stated that, "the word professional relates to a profession and requires certain intelligence to carry it out. "Professionals in Islamic terms, of course, in the field of education are defined as individuals who must really have the quality of educational knowledge and the capabilities that enable them to support the duties of their professional position, because not all individuals are able to do the job well."

Professional ability in this indicator is a teacher's ability to master the material and duties as a teacher to be carried out well and optimally. In this indicator aspect, it shows that professional abilities at SMA Plus Budi Utomo Makassar are at a very good level with a percentage level of 82.23%. This shows that the teacher uses the syllabus to make it easier to teach and prepare learning plans well and the teacher has carried out his responsibilities and role well, namely providing material and examples to students. As educators, teachers are required to have a professional attitude that is polite and good.

Social abilities are skills related to the flow of social participation of a teaching staff in their daily life in the community where they work formally or informally. This agrees with (Wibowo, 2012) states that, "one of the educators' skills is how to communicate and interact actively and effectively in the school area and outside the school environment. Teacher interaction with students can be said to be important."

Social skills in this indicator are a teacher's ability to interact with students and the community. In terms of aspects, this indicator shows that social skills at SMA Plus Budi Utomo Makassar are at a very good level with a percentage level of 81.48%. This shows that teachers interact politely and effectively with students, so that students feel comfortable being around the teacher. The reflection the teacher gives to students can be said to be very good, so that students are not embarrassed to talk about the problems they face.

Overview of Student Satisfaction

In the service quality variable in this research there are 3 indicators, namely: learning quality, emotional, and cost. To be able to get an overview of the quality of SMA servicesPlus Budi Utomo Makassar, the data presented from this research is data obtained from the number of questionnaires that have been distributed to 103 students who are the research sample. From the results of the data processing carried out, it can be concluded that the results of the student satisfaction indicators are at a very good level with a percentage level of 84.83%. This is because the media used by teachers is very adequate and not obtrusive, the emotions that students get from educators and administration staff are positive emotions and the costs incurred by students when registering for school are very adequate. Students no longer incur costs during the teaching and learning process, because the school has provided everything the students need, such as wifi, computer lab, television which is used for the teaching and learning process.

Student satisfaction is a student's feeling of happiness or disappointment at having provided service. If students feel satisfied, then the level of student satisfaction is very high and that has a good effect on the school. Schools really need student satisfaction, in order to improve any previous obstacles. The results of this research are strengthened by (Halimah & Munir, 2017) that, "Every service aimed at customers will certainly benefit both the service provider and the customer. This benefit must be obtained by each party in a balanced manner. So that customers get benefits, so do service providers. The first use for customers is to provide satisfaction from the service received." Student satisfaction consists of learning quality, emotional, and cost.

The quality of learning is the result that teachers provide to students. The results have been designed as well as possible so that students can experience them well. (Baharun, 2017) states that, "the concept of quality comes from the industrial world, which is the gateway to improving the quality of education by looking at input, process, output, and even influence.

The quality of learning in this indicator is the result that educators share in the teaching and learning process until students feel satisfied with the results that have been provided. In this indicator aspect, it shows that the quality of lessons at SMA Plus Budi Utomo Makassar is at a very good level with a percentage level of 85.17%. This shows that the school provides adequate facilities for students so that students feel very satisfied with what the school

provides and students feel cared for by the school. The results given by the teacher are optimal, such as learning in the classroom without watching.

According to (Efendi, 2023), "emotional origin comes from positive feelings or emotions caused after using a product." Emotional fosters positive emotions in establishing relationships at school between teachers, students and administrative staff.

Emotional in this indicator is the emotion given by teachers and administrative staff towards students. The emotions obtained by students are positive emotions. In this indicator aspect, it shows that the emotional indicators at SMA Plus Budi Utomo Makassar are at a very good level with a percentage level of 84.51%. This shows that both students and administrative staff share positive emotions such as happiness and enjoyment during service. Positive emotions can influence an individual's life every day, so that as much as possible students and staff can control positive emotions so they can channel them to other people.

According to (Halimah & Munir, 2017), "the education budget is explained as the rupiah value of all resources such as in kind (goods), opportunities, or funds, which are provided for all educational activities". The budget is the outlay of capital used by students to produce a product in the form of goods or services.

Costs in this indicator are how much of the budget is submitted by students during school. In this indicator aspect, it shows that the cost indicator at SMA Plus Budi Utomo Makassar is at a very good level with a percentage level of 84.81%. This shows that students do not incur any costs, especially for learning, because the school provides complete facilities for use in the teaching and learning process. The facilities used by students are commensurate with the costs incurred during registration. And the costs incurred can be afforded by students when registering for school.

The Influence of Service Quality on Student Satisfaction

Based on the results of data analysis, the number of relationship coefficients obtained with the level of relationship is moderate, which provides an explanation that the relationship between service quality and student satisfaction is significant. Service quality has a positive effect on student satisfaction at SMA Plus Budi Utomo Makassar. So it can be concluded that service quality has a partial effect on student satisfaction.

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The Influence of Teacher Performance on Student Satisfaction

Based on the amount of data analysis, the relationship coefficient value was obtained which shows that the relationship between teacher performance and student satisfaction is not significant. Teacher performance does not have a positive effect on student satisfaction at SMA Plus Buudi Utomo Makassar so it cannot be continued with a simple linear regression test. So it can be concluded that teacher performance has no partial effect on student satisfaction.

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Simultaneous Influence of Service Quality and Teacher Performance on Student Satisfaction

Based on the results of data analysis, the relationship coefficient value obtained with the level of relationship is medium, which provides an explanation that the relationship between service quality and teacher performance on student satisfaction is at a medium level. The findings from this research state that service quality partially influences the student satisfaction variable at SMA Plus Budi Utomo Makassar. Meanwhile, teacher performance on student satisfaction has no partial effect. The results of this research are supported by research conducted by Sumarni et al.,(2016, p. 21)regarding "The Influence of Service Quality and Teacher Performance on Student Satisfaction at Angkasa Lanud Husain Sastranegara Vocational School, Bandung City" states that service quality has a positive effect on student satisfaction.

The results of the F test show that the independent variables used in this research include service quality and teacher performance to test student satisfaction as the dependent variable. This is indicated by the value of 26.587 > 2.31 with a significance level of 0.000 < 0.05. It can be seen that the quality of service and teacher performance simultaneously (together) influence student satisfaction.$F_{hitung} F_{tabel}$

Then the results of adding up the Coefficient of Determination can be seen that the independent variables in this study have a simultaneous effect with an R square of 0.347 which shows that student satisfaction is influenced by the variables of service quality and teacher performance by 34.7%.R^2.

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CONCLUSION

Referring to the discussion and amount of data analysis regarding the influence of service quality and teacher performance on student satisfaction with administrative services at SMA Plus Budi Utomo Makassar which has been carried out, it is possible to draw conclusions in this research if the quality of service (X1) at SMA Plus Budi Utomo Makassar exists. in the good category at a percentage level of 79.91 percent. This shows that the quality of service at SMA Plus Budi Utomo Makassar is quite good, consisting of 5 indicators of physical evidence (tangible), reliability, responsiveness, assurance and empathy. Teacher performance (X2) at SMA Plus Budi Utomo Makassar is at a very good level with a percentage level of 82.23 percent. This shows that the performance of teachers at SMA Pluus Budi Utomo Makassar is very good, consisting of 4 indicators, namely pedagogic ability, personal ability, professional

ability and social ability. Student satisfaction (Y) at SMA Plus Budi Utomo Makassar is in the very good category with a percentage level of 84.83 percent. This shows that student satisfaction at SMA Plus Budi Utomo Makassar is very good based on 3 indicators, namely learning quality, emotional and cost. Based on the results of the classical assumption test, the correlation value was obtained, namely 0.557 with a medium level of relationship and the coefficient of determination R square was obtained at 0.347, which shows that student satisfaction is influenced by the variables of service quality and teacher performance.

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