

Significance Performance Analysis On The Quality Of University Administrative Services

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ABSTRAK

Layanan administrasi merupakan salah satu jenis layanan yang tidak lepas dari kegiatan di perguruan tinggi yang seringkali dimanfaatkan oleh mahasiswa. Sejak awal masuk hingga lulus, kegiatan administrasi tentunya tidak bisa dihindari oleh mahasiswa. Tujuan utama dari penelitian ini adalah menganalisis terkait dengan tingkat kepentingan dan kinerja dari kualitas layanan administrasi pada perguruan tinggi yang diimplementasikan di Fakultas Ilmu Administrasi Universitas Brawijaya. Metode yang digunakan adalah metode kuantitatif dengan jenis penelitian survei. Populasi sebanyak 4.164 mahasiswa, kemudian berdasarkan teknik pengambilan sampel Krejcie & Morgan, diperoleh jumlah sampel 354 mahasiswa. Pengumpulan data dilakukan dengan menyebarkan kuesioner dan diolah sesuai hasil yang kemudian ditabulasi dalam kuadran Importance Performance Analysis. Hasil dari penelitian ini adalah: (1) Indikator efektivitas registrasi dan indikator efektivitas pendaftaran dan bantuan keuangan telah sesuai antara kepentingan dan kinerja; (2) Indikator berpusat pada mahasiswa dan indikator pelayanan prima dianggap kurang penting oleh mahasiswa dan kinerjanya masih kurang; (3) Indikator layanan akademik dianggap kurang penting oleh mahasiswa dan kinerjanya berlebihan; (4) Perlunya monitoring dan evaluasi secara berkesinambungan terhadap staf yang bertugas di bidang layanan administrasi.

ABSTRACT

Administrative services refer to kind of service that cannot be separated from activities in higher education that are often utilized by students. From the beginning of enrolment to graduation, administrative activities are certainly inevitable for students. The main purpose of this research is to analyze the level of importance and performance of the quality of administrative services in higher education implemented at the Faculty of Administrative Sciences, Universitas Brawijaya. The method used is quantitative method with survey research type. The population sampling was 4,164 students, then based on the Krejcie & Morgan sampling technique, a sample size of 354 students was obtained. Data collection was carried out by distributing questionnaires and processed according to the results which were then tabulated in the Importance Performance Analysis quadrant. The results of this study are: (1) Registration effectiveness dimensions and registration and financial aid effectiveness dimensions are in accordance between interests and performance; (2) Student-centered dimensions and excellent service dimensions are considered less important by students and their performance is still lacking; (3) Academic service dimensions are considered less important by students and their performance is excessive; (4) The requirement for continuous monitoring and evaluation of staff in charge of administrative services.

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INTRODUCTION

Public service is defined as an activity or series of activities aimed at meeting the requirements of the public in accordance with laws and regulations. These services are provided to every citizen and resident by public service providers and may encompass a wide range of goods, services, and administrative functions. This definition is contained in regulation number 25 of 2009 concerning public services in Article 1. Public service plays a vital portray in promoting the

common good and enhancing the quality of life for individuals and communities. By adhering to principles of legality, equity, and responsiveness, public service providers can effectively meet the diverse needs of society and contribute to the well-being and development of the nation as a whole. This can be interpreted indirectly that public services are provided to all audiences without exception according to their rights and needs. Therefore, public services are often a problem that occurs in social life. The interpretation suggests that public services should be provided to all individuals without exception, based on their rights and needs. Therefore, any issues related to public services can be seen as a significant challenge in social life. This definition emphasizes the importance of ensuring that public services are accessible, equitable, and responsive to the diverse needs of the population they serve.

The regulation highlights that the current implementation of public services is facing challenges that do not align with the evolving needs and changes in various aspects of society, the nation, and the state. The challenges mentioned, stemming from a lack of readiness to adapt to broad-dimensional value transformations and the impact of complex development problems, underscore the need for proactive responses from policymakers, public administrators, and society at large. Additionally, the intensification of global expectations and challenges, driven by advancements in science, information, communication, transportation, investment, and trade, further emphasizes the importance of addressing these challenges effectively. By addressing these challenges through concerted efforts and strategic initiatives, Indonesia can navigate the complexities of global expectations and advancements while promoting inclusive and sustainable development for its citizens.

According to Denhardt, since the real owner of the public interest is the community, serving and empowering the community should indeed be a central focus for public administrators. Public administrators play a crucial role in managing public organizations and implementing public policies that directly impact the lives of citizens (Denhardt & Denhardt, 2007). Overall, by focusing their attention on serving and empowering the community, public administrators can contribute to building more inclusive, responsive, and resilient societies. Through effective management of public organizations and implementation of public policies, they can help create positive social change and improve the quality of life for all citizens. This is known as the new public service, in this paradigm citizens are not just passive recipients of government services but are seen as active participants and even owners of the government. They are empowered to engage with the government and other stakeholders to collectively work towards common goals and improvements in society. One of them is public service, which involves the community or public in the process and implementation.

Universities play a crucial role in providing public services, particularly in the realm of higher education. As the demand for formal education, especially at the higher education level, continues to increase, universities become increasingly strategic institutions in society. Competitive candidacy between universities, of course, will require educational institutions to pay attention to the quality of education and institutions so that they are able and superior in facing this competition (Mantiri et al., 2024).

Universitas Brawijaya serves as a provider of public services not only to its students and stakeholders but also to the general public who utilize its services. This broad scope of service provision reflects the university's commitment to fulfilling its role as a public institution and contributing to the welfare and development of society. Universitas Brawijaya demonstrates its commitment to serving as a catalyst for knowledge creation, innovation, and social development. Through its engagement with students, stakeholders, and the general public, the university contributes to the advancement of education, research, and public welfare in

Indonesia and beyond. One of them is administrative services aimed at students. As supported by one example, students as service users, the problem that often occurs is the problem of arranging lecture schedules that often collide, both the lecturer and the room. Other cases on the same day and time are often scheduled two classes with different courses and lecturers. It is as if the schedule is only a formality because in the end students have to check and rearrange the schedule. Officers are not always in place when needed and sometimes less friendly when serving (Tartini, 2022).

Recently, competition in higher education institutions is getting tougher. Both private and public institutions are competing to attract students. Therefore, every educational institution has no other choice but to improve professionalism, competence and competitiveness (Malikhah, 2019). Nevertheless, ready or not ready educational institutions that are unable to provide the best service for student satisfaction levels, are unable to compete with other educational institutions that always prioritize student satisfaction.

A service can indeed be considered the best when it meets two essential criteria: high quality and user satisfaction. When a service achieves both high quality and user satisfaction, it not only meets users' functional needs but also creates positive experiences and fosters trust, loyalty, and advocacy among its users. As a result, striving for excellence in service delivery and user satisfaction is essential for organizations to maintain competitiveness, build strong relationships with users, and achieve long-term success. Quality itself can be interpreted as a relative measure of the perfection or goodness of a product or service, which consists of design quality and conformance quality. Quality provides a special impetus for users to establish long-term mutually beneficial relationships with companies or institutions (Tjiptono & Chandra, 2011). The more quality products or services provided by the organizing agency or institution, the stronger the mutually beneficial relationship between the two parties. The same is true in the scope of education.

Some of the things included in administrative services here are such as student registration services, changes in study plans, academic leave services, student resignation services, final project trial services, academic hearings or judgment, issuance of academic transcripts, graduation services, legalization of transcripts and diplomas, as well as the formation of Student Activity Units (UKM). The purpose of the study is to analyze the level of importance and performance of the quality of administrative services at the Faculty of Administrative Sciences, Universitas Brawijaya. This involves assessing both the perceived importance of various administrative services and how well these services are actually being delivered or performed. By conducting this analysis, the study aims to identify areas where improvements may be needed and to prioritize efforts to enhance the overall quality of administrative services provided by the faculty. Ultimately, the goal is to ensure that administrative services meet the needs and expectations of students, faculty, staff, and other stakeholders, thereby contributing to a positive academic and organizational experience. This research is expected to provide useful and fundamental information for further researchers from both academics and practitioners related to the quality of administrative services at the higher education level to improve quality and improve education management.

Literature Review

1. Public Services

Regulation number 25 of 2009 concerning public services in Article 1 states that public services are activities or a series of activities in order to fulfill service requirements in accordance with statutory regulations for every citizen and resident for goods, services,

and or administrative services provided by public service providers. The regulation article 4 states that several principles in the implementation of public services are outlined, namely: public interest; legal certainty; equal rights; balance of rights and obligations; professionalism; participation; equality of treatment or non-discrimination; openness; accountability; facilities and special treatment for vulnerable groups; timeliness; and speed, convenience, and affordability. The scope of public services encompasses a diverse array of goods and services aimed at promoting the common good and enhancing the quality of life for individuals and communities. By providing essential public goods, delivering a wide range of public services, and administering administrative functions in accordance with laws and regulations, governments and public institutions contribute to the well-being, development, and prosperity of society as a whole.

Public services conducted by government organizations will indirectly affect the quality of service that will be felt by the community (Ningrum & Hermayanty, 2018). As described by Krismanto & Irianto (2020), that one of the public services, such as in health, can be said to be of quality if the service can foster a sense of satisfaction to users of these services. The services provided are in accordance with the level of satisfaction desired by the community and their implementation is in accordance with the rules. Priyanto (2024) in his research on the quality of public services in Banyuwangi Regency found that the acquisition of awards was not proportional to the comfort of the community in public services. In addition, it was also described that welfare for citizens can be realized if citizens get services that are fast, precise, non-discriminatory, and not connected to brokers. Good public service management can be realized if in the organization there is a service system that prioritizes customers, a service culture in the organization, service resources that prioritize the public interest, and the quality of adequate human resources (Jopang et al., 2023). Hayat's (2024) description further supports the notion that excellent service in the entire public sector can be achieved when service providers prioritize customer satisfaction. This highlights the importance of adopting a customer-centric mentality within public sector organizations to deliver high-quality services that meet the needs and expectations of citizens, residents, and other stakeholders. Since basically, public services are said to be successful and achieve targets if they succeed in providing a sense of satisfaction to customers, namely the community.

2. Educational Management

The nature of education management concerns how principals as managers in schools manage all educational activities in schools to develop the entire system that is integrally bound in education which will ultimately lead to an increase in the quality of education. The quality of education is the main key to maintaining the existence and improving the achievement of students in educational units led by school principals. Education management can be defined as systematic education development activities to improve the quality of education through the implementation of management functions (Sherly et al., 2020).

Education management is in principle a form of application of management or administration in managing, organizing and allocating resources contained in the world of education (Tumanggor et al., 2021). The function of education administration is a tool to integrate the role of all resources to achieve educational goals in a particular social context. Education management encompasses the application of management principles and practices specifically tailored to the context of the education sector. Overall, education management requires a nuanced understanding of the unique challenges,

dynamics, and objectives inherent in the field of education. Effective education administrators leverage management principles and practices while also integrating pedagogical insights, social awareness, and ethical reasoning to lead educational institutions toward their mission of fostering learning and human development.

Another definition states that education management plays a critical role in ensuring the efficient operation and continuous improvement of educational institutions. By effectively managing the collaborative efforts of individuals within these organizations, education managers can help create conducive learning environments, promote student success, and contribute to the advancement of education as a whole. This is done to achieve predetermined educational goals, by utilizing existing resources and using management functions in order to achieve goals effectively and efficiently (Kristiawan et al., 2017).

3. The Quality of Administrative Services

Service quality is the result of the interaction of various aspects, namely the service system, service provider human resources, strategies, and customers. The creation of ideal administrative service quality in this study adopts the higher education service quality model used to achieve student satisfaction levels by Obiekwe in Pardiyono (Pardiyono & Puspita, 2020). According to Obiekwe in Pardiyono, this model consists of several dimensions which include: (1) Academic Services; (2) Admissions and Financial Aid Effectiveness; (3) Campus Climate; (4) Campus Support Services; (5) Registration Effectiveness; (6) Responsiveness to Diverse Populations; (7) Safety and Security; (8) Service Excellence; and (9) Student Centeredness.

The study aims to examine the quality of administrative services at the Faculty of Administrative Sciences Universitas Brawijaya, by adopting and adjusting the higher education service quality model developed by Obiekwe, as referenced in Pardiyono's research. The dimensions used are academic services, admissions and financial aid effectiveness, registration effectiveness, service excellence, and student centeredness.

In this case, the researcher only used 5 dimensions out of 9 dimensions in Obiekwe in Pardiyono (Pardiyono & Puspita, 2020). The 4 dimensions that were not used were because based on a survey of researchers in the field before distributing questionnaires, students did not understand exactly the items connected to this dimension. To avoid invalid respondents' answers, so researchers decided not to use these dimensions. For example, the dimensions of responsiveness to diverse populations. Because like students with disabilities, there are not in all generations of students. In addition, such as dimensions of campus climate, campus support services, and safety & security have similar items with dimensions of service excellence, so researchers choose one of the dimensions with items that are more familiar to students to get valid answers according to the truth.

The study described aims to compare the actual quality of administrative services provided to students with their expectations. This type of research typically falls within the realm of service quality assessment and can provide valuable insights into the gap between perceived service quality and desired service quality from the perspective of students, who are the recipients of these administrative services. Service quality is very important in organizations, one of which is quality of administrative services in higher education. Service quality refers to how well the college meets the needs and expectations of its customers, in this case students. Service quality is very important, because it can affect student satisfaction, student loyalty, and also the image of the college. The performance of service quality will include how well the college is able to

provide services that meet or even exceed student expectations. This will certainly involve aspects such as responsiveness to student needs, speed of service, ease of interacting with the campus, clarity of information provided, and so on. The importance of service quality and performance cannot be ignored, as it can have a direct impact on the long-term success of a college.


RESEARCH METHODS

The research method employed in this study is quantitative, specifically utilizing a survey research type. The aim of this study is to assess the level of importance and performance of the quality of administrative services at the Faculty of Administrative Sciences, Universitas Brawijaya. Quantitative research involves collecting numerical data and analyzing it statistically to draw conclusions and make inferences about the population being studied. Survey research, within the realm of quantitative methods, typically involves administering structured questionnaires or surveys to a sample of respondents to gather data on their attitudes, opinions, behaviors, or perceptions. The dimensions used for dimensions in the administrative service quality variable are academic services, admissions and financial aid effectiveness, registration effectiveness, service excellence, and student centeredness. The population used in this study are students who entered the class of 2019 to 2022. Determination of this population is based on the reason that students in that year are considered to have a lot of experience for the quality of administrative services on campus. They will also not hesitate to give an actual assessment according to experience and reality compared to new generation students. So that it will reduce the invalidity of the results of student answers. The entire number of active students is classified into the Department of Public Administration and the Department of Business Administration with 566 active students in the class of 2019, 1,066 active students in the class of 2020, 1,211 active students in the class of 2021, and 1,321 active students in the class of 2022. So that the total population is 4,164 students.

Cluster random sampling is a sampling technique commonly used in research studies. The researcher chose to use cluster random sampling because at the time of the research, the researcher would randomly give questionnaires to students from 2019 to 2022 without looking at gender or other qualifications. Apart from being due to the fact that the intended population is large and spread erratically in the faculty. In cluster random sampling, the population is divided into clusters or groups, and then a random sample of clusters is selected for inclusion in the study. Determination of the sample in this study using the technique from Krejcie & Morgan so that 354 students were obtained. It can be seen in the table that in a population of 4,164 and rounded by researchers to 4,500 to anticipate if there are invalid questionnaires, 354 students were found to be the sample. Then the researcher determined the distribution of questionnaires to the sample according to a balanced proportion of students from 2019 to 2022 based on the number.

Figure 1.
Research Sample

Population (N)	Sample (n)	Population (N)	Sample (n)	Population (N)	Sample (n)
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367



Class of Students	Population	Sample
2019	566	50
2020	1.066	95
2021	1.211	103
2022	1.321	106
Total	4.164	354

Source: Appendix II of the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 14 of 2017 concerning Guidelines for the Preparation of Community Satisfaction Surveys for Public Service Delivery Units, Morgan and Krejcie Sample Table, and processed by the author (2024)

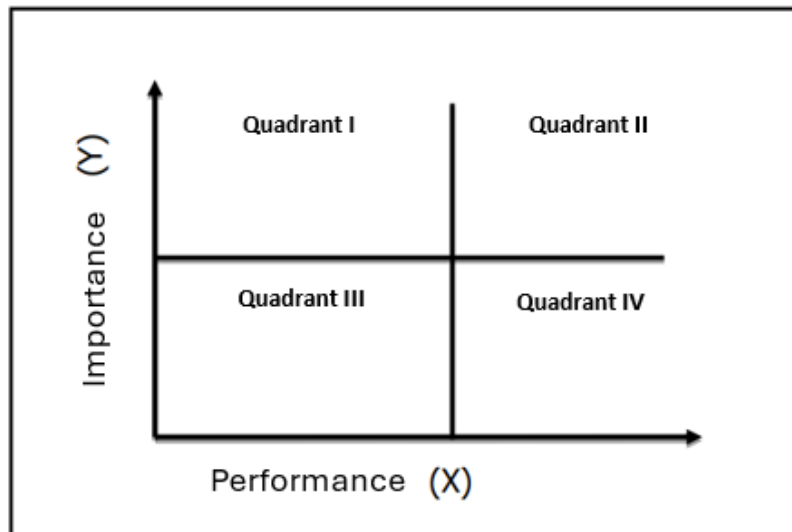
The data collection method in this study involved distributing questionnaires to respondents. These questionnaires contained statement items that had been previously tested for validity and reliability. Validity refers to the accuracy and relevance of the questionnaire items in measuring what they are intended to measure, while reliability refers to the consistency of the questionnaire items in producing similar results over repeated administrations. After distributing the questionnaires, respondents filled them out based on their respective opinions regarding the importance and performance of administrative services. Once the questionnaires were completed, the data collected from them were processed and analyzed. In this study, the data analysis involved initializing the collected data into Microsoft Excel to form Importance Performance Analysis (IPA) quadrants. Importance Performance Analysis (IPA) is a technique used to assess the significance of different service attributes by plotting them on a two-dimensional grid based on their importance to respondents and the level of performance achieved. This analysis helps identify areas that require attention and improvement based on their positioning within the quadrants.

The quadrants typically include:

1. High Importance, Low Performance: These are aspects of administrative services that are deemed highly important by respondents but are perceived to have low performance levels. These areas require immediate attention and improvement.
2. High Importance, High Performance: These are aspects that are both highly important and are perceived to be performing well. They represent strengths that should be maintained and potentially leveraged further.

3. Low Importance, Low Performance: These are aspects with low importance and low performance levels. While they may not be a priority for improvement, addressing them could still enhance overall satisfaction.
4. Low Importance, High Performance: These are aspects with low importance but high-performance levels. They may represent areas where resources can be reallocated to more critical areas or where efforts can be scaled back.

Figure 2.
Diagram of Importance Performance Analysis (IPA)



Source: Suhendra & Prasetyanto (2016) and processed by the author (2024)

By analyzing the data using the IPA method, researchers can gain valuable insights into the perceived importance and performance of administrative services and prioritize improvement efforts accordingly.

RESULTS AND DISCUSSIONS

Administrative services are services that students will automatically receive during their studies in higher education. This service is related to the continuity of students in their learning activities from the beginning of entry to graduation. Administrative services can be said to be of quality if these services can meet student needs. Service quality is a multifaceted concept that results from the dynamic interaction of the service system, service provider human resources, strategies, and customers. Organizations that effectively manage and optimize these aspects can create value-added service experiences that differentiate them from competitors and foster long-term customer relationships. Thus, in this case, the system that is used for service activities, education personnel as service providers and including students will be related to each other in the implementation process.

The measurement scale used in this study consists of 5 scales, namely Strongly Agree/ Very Good/ Very Satisfied (SS/SB/SP) with a score of 5, Agree/ Good/ Satisfied (S/B/P) with a score of 4, Fair (C) with a score of 3, Disagree/ Less Good/ Less Satisfied (TS/KB/KP) with a score of 2, and Strongly Disagree/ Not Good/ Dissatisfied (STS/TB/TP) with a score of 1. The average respondent's assessment of interests and performance in the quality of administrative services is contained in Table 1.

Table 1.
Frequency Distribution of Responses

Statements	Mean Reality Score	Mean Expectation Score
1. Head of department is easy to contact	3.33	4.46
2. Department heads always help students complete their education	3.55	4.48
3. Academic officers are always available to assist students	3.72	4.54
4. Availability of online library services	3.41	4.43
Dimensions of academic services	3.51	4.47
5. Ease of payment procedures and methods	3.94	4.55
6. Availability of scholarships from the college for its students	3.68	4.53
7. Openness of the campus about scholarships from outside the campus itself	3.58	4.45
Dimensions of admissions and financial aid effectiveness	3.74	4.50
8. Availability of an online registration system	4.19	4.59
9. Campus service hours are listed in the administration office	3.65	4.45
10. The registration officer is friendly and very helpful to students	3.58	4.48
11. Ease of filling in student KRS	3.26	4.53
Dimensions of registration effectiveness	3.68	4.50
12. Campus staff are friendly in serving students	3.50	4.46
13. Availability of campus healthcare services	3.01	4.41
14. Availability of counseling staff	3.14	4.45
Dimensions of services excellence	3.23	4.42
15. Campus regularly responds to information on student requirements	3.32	4.48
16. Campus provides officers to respond to student complaints	3.32	4.47
17. Availability of online operators who are ready to help students	3.37	4.47
Dimensions of student centeredness	3.34	4.46
Mean value of the variable	3.49	4.48

Source: processed by the author (2024)

The descriptive analysis results show that the statement item "Availability of campus health services" has an average assessment score of 3.01. This item is one of the items of the excellent service dimension. This is in accordance with what is in the field, that health service facilities specifically do not exist and are only one in the Universitas Brawijaya Health Polyclinic. Overall, there are no special health services in each faculty at Universitas Brawijaya. All citizens who require health services can directly come to the Universitas Brawijaya Health Polyclinic or to the Universitas Brawijaya Hospital with health workers who have been provided according to qualifications.

Next for items in this variable that obtained the highest average assessment score was the item "Availability of an online registration system" with a value of 4.19. This item is an item from the registration effectiveness dimension. This is in accordance with what is in the field, that there is indeed a special online site for students to register. In a large scope, the Student Academic Information System Universitas Brawijaya (SIAM UB) is available for registration at the beginning of each semester for students. This online registration system has been provided by the

university which can be utilized by students of Universitas Brawijaya as a whole. Furthermore, there is a Faculty of Administrative Sciences Information System (SIFIA) that can be utilized by students in assisting registration regarding internships, submission of final project titles, supervisors and final semester student exams.

As written in Law Number 25 of 2009 concerning public services in Article 1 which outlines that, public service is an activity or series of activities in order to fulfill service needs in accordance with statutory regulations for every citizen and resident for goods, services, and / or administrative services provided by public service providers. When associated with this research, administrative services can be likened to public services, students as citizens, and educational staff representing the Faculty of Administrative Sciences, Universitas Brawijaya as one of the service providers. So it can be said that basically all students have the same right to get the services they need, through educational staff. Of course, these education personnel should also serve students according to the needs and types of services that have been determined.

In accordance with what was stated by Garvin (1988 in Tjiptono & Chandra, 2011), there are 5 (five) perspectives of quality. The first is the transcendental approach, in this perspective a person can understand quality through experiences gained from repeated exposure. This is in accordance with the answers of the respondents in this study. Upper-level students tend to give low ratings in the questionnaire statement items, as well as convey some complaints and obstacles that are often experienced in terms of the administrative services they receive. In contrast to new generation students, they tend to still give good assessments during the observation of researchers in the field. This difference is of course caused by the frequency of time or experience that students have experienced while being students.

Furthermore, the second perspective is the product-based approach. The product-based approach to quality views quality as an objective measure, focusing on the inherent characteristics and attributes of a product or service. This perspective emphasizes conformity to specifications and standards, rather than subjective experiences or individual preferences. In this perspective, it states that different types of services will affect the perceived quality of each service user. It is the same if students take care of the problem of conflicting class schedules, by taking care of the final thesis examination. The requirements between the two services are certainly different, and it will be more complicated to manage the administration of the final thesis exam compared to the administration of the conflicting class schedule. The time period required for completion of administrative matters is also different. Most likely, the education personnel who provide services are also different, so the sense of satisfaction obtained between these students also certainly cannot be equalized.

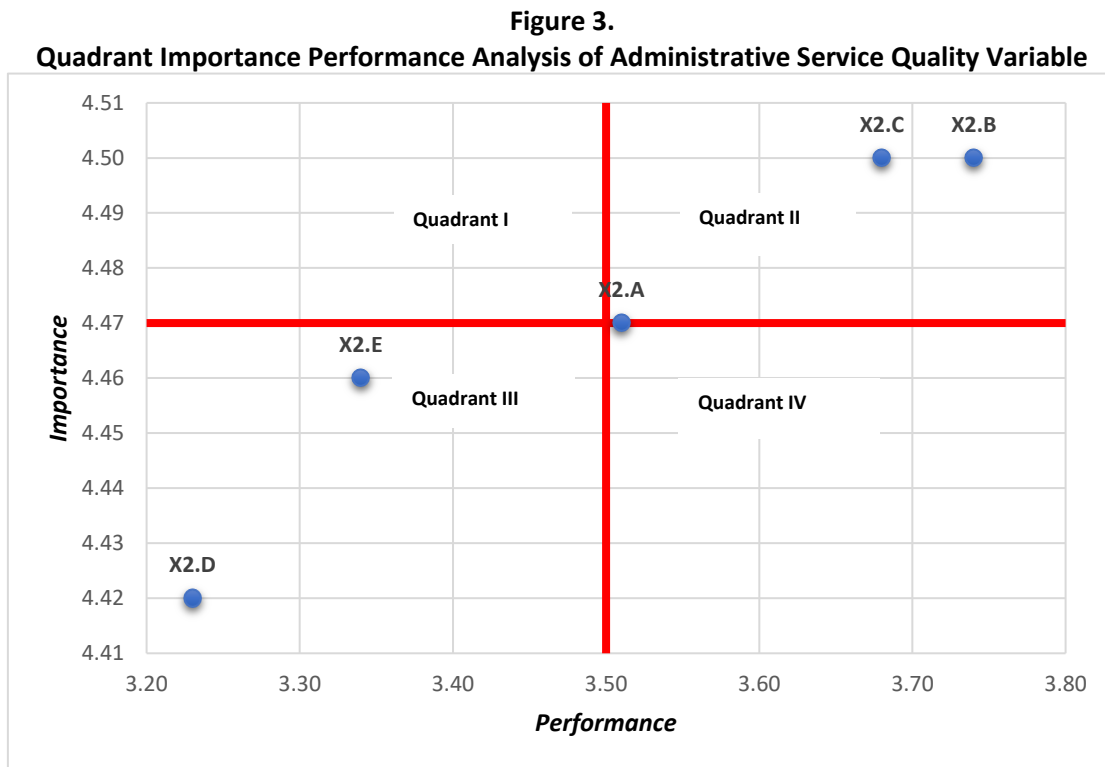
Then the third perspective is the user-based approach, which is a perspective that states that the quality felt between one person and another will be different. This perspective is the same as the sense of satisfaction obtained by each respondent in this study. Between one student and another student has a different level of satisfaction. Depending on the type of service they have received, the intensity of meeting between students and education personnel, the education personnel they meet to take care of their administrative services, and the way each student responds to the attitude of the education personnel. So that the sense of satisfaction obtained by each student will be different.

Next is the manufacturing-based approach, in this perspective quality is determined by the standards set by the company or agency or institution, not consumers or users of products or services. Based on this perspective, it can be said that the quality of administrative services provided has been determined according to the standards. Not based on the views of students

who want according to their wishes and desires. So that if the administrative services carried out by the educational staff are in accordance with the established procedures and provisions, then the administrative services can be said to be of high quality and provide satisfaction. In this case, the level of student satisfaction is not based on an assessment of what students feel, but based on the provisions of service standards.

Next to the value-based approach, quality is relative, so the product that has the highest quality is not necessarily the most valuable product. The most valuable products are the best-buy goods/services. The quality of administrative services obtained by students can provide a sense of satisfaction if the service is in accordance with student needs. In addition, the education personnel who serve are also the right people and can meet the needs of the students themselves. This is in accordance with the observations of researchers and also a brief explanation from several respondents who received targeted administrative services.

In accordance with the operational definition of the variables used in this study in the previous chapter, there are 5 (five) dimensions on the administrative service quality variable. The dimensions were then analyzed to find the level of importance and expectations according to the views of undergraduate students. The following are the results:



Source: Primary Data Processing Results, 2024

In the quadrant above, it can be seen that there are dimensions X2.C or the effectiveness of registration and X2.B or the effectiveness of registration and financial assistance included in quadrant II. Indeed, if the dimensions related to the effectiveness of registration and financial assistance are considered important by students and have met their expectations, it indicates a positive outcome in these areas. Thus, between expectations and reality run in balance, and the level of satisfaction is relatively higher. This of course makes all things that influence and affect the dimensions of the effectiveness of registration and the effectiveness of registration and financial assistance must be maintained, because these dimensions make the product or service superior according to students.

Next, there are dimensions X2.E or student-centered and X2.D or excellent service in quadrant III. The quadrant described, where dimensions are considered less important by students and their performance is not very satisfying, highlights areas that may not be prioritized for improvement efforts. In this specific example, the dimension related to the availability of campus health services falls into this category. Students may perceive the availability of campus health services as less important due to the existence of shared health facilities provided by the university, such as the Universitas Brawijaya Health Polyclinic. Since students already have access to these shared health facilities, they may not prioritize the availability of additional health services on campus. Additionally, if the performance of this dimension is not very satisfying, it suggests that even though students may not prioritize it highly, there may still be room for improvement in the quality or accessibility of campus health services. Despite students considering it less important, ensuring satisfactory performance in this area can still contribute to overall student satisfaction and well-being. Based on this understanding, university administrators may need to assess the specific needs and preferences of students regarding health services and determine whether adjustments or improvements are necessary to better meet those needs. This could involve gathering feedback from students through surveys or focus groups to understand their perspectives and identify areas for enhancement. Additionally, communication and awareness efforts may be needed to inform students about the availability and benefits of campus health services to ensure they are utilized effectively.

Furthermore, there is an dimension X2.A or academic services at quadrant point IV. By acknowledging the placement of the dimension in quadrant IV and addressing the concerns raised by students, the university can make informed decisions about resource allocation, service design, and process optimization to better align with student needs and expectations. This proactive approach can contribute to enhancing overall satisfaction and improving the quality of academic services provided by the university. So that things that influence and affect this academic service dimension can be reduced so that the faculty can save costs. However, the quality and quantity must still be considered so as not to decrease and also excessive. In accordance with the quadrant, that there are no dimensions in the administrative service quality variable that are included in quadrant I (Concentrate These). When dimensions are considered important by students but do not meet their expectations in reality, it signifies a significant gap between what students value and what is being delivered by the institution. Recognizing and addressing the gap between student expectations and service delivery is crucial for enhancing the quality of academic services and fostering positive student experiences. By aligning institutional efforts with student needs and expectations, the institution can strengthen its relationship with students and create a more supportive and engaging learning environment for all. This scenario highlights areas of critical concern that require immediate attention and improvement. By addressing areas where dimensions are important to students but fall short of expectations, the faculty can demonstrate a commitment to meeting student needs and enhancing overall satisfaction. This proactive approach to service improvement helps build trust and confidence among students and contributes to a positive educational experience.

Regarding the quality of administrative services, several students of the Faculty of Administrative Sciences who were respondents in this study still felt various complaints. The absence of notification of opening hours, break times and finish times, makes students always feel confused. It is not uncommon for students to have to return disappointed because staff have not arrived when working hours have exceeded 08 am. Likewise with the break time, often at 11 am the staff is not there, and at 1.00 pm has not returned to his room. While at 3.00 pm the majority of staff have gone home. It is certainly needs to provide a definite service schedule and ensure that staff will always be in the room on the service schedule.

Several students submitted complaints related to the service system which is still paper-based and not yet digitized. Meanwhile, for this paper-based service, there is no categorization that can make it easier for students to collect or retrieve it. It often happens that student files are tucked away or lost from a pile of service files in the service room. This makes students have to take care of it again and the staff is indifferent and doesn't want to take responsibility. However, this is also not limited to paper-based services, digital-based services can also experience negligence. Several students said that the person concerned managed and collected files for their final assignment through an online system provided by the Faculty of Administrative Sciences. Meanwhile, at one time, the system experienced an error and the data was lost. The staff asked him to take care of it again and had to wait, because there was no data backup on the staff's devices. Certainly, this needs to be a concern and become material for future evaluation and mitigation so that it does not happen again.

As a Faculty of Administrative Sciences, should have a better understanding of administrative systems that can satisfy customers. By all means, it is hoped that in the future, the quality of administrative services can improve further. The services provided are also increasingly professional by taking advantage of developments in technological systems by anticipating weaknesses or obstacles that may occur. Regular monitoring and evaluation needs to be pursued on an ongoing basis so that staff serving in the field of student service administration improve and become better qualified.

CONCLUSIONS

Administrative services are a form of public service in the field of education that students have the right to obtain and educational institutions have an obligation to fulfill it. From student entry to graduation, administrative services play an important role. There are no dimensions included in quadrant I with high importance and low performance. Then the effectiveness of registration and the effectiveness of registration and financial assistance dimensions are included in quadrant II with high importance and high performance. Student-centred and excellent service dimensions are included in quadrant III with low importance and low performance qualifications. Finally, the academic services dimensions is included in quadrant IV with low importance and high performance qualifications. The implication of this research is that it can be seen that students cannot be separated from administrative services in the world of higher education. Of course there will be expectations regarding the administrative services obtained while on campus. Meanwhile, not all of these expectations can be realized according to the wishes of students. As is the case according to the results of this study, some dimensions are still not in accordance with student expectations and some actually exceed the expectations of students. Therefore, the need for cooperation between students and the campus to integrate what they expect regarding the quality of administrative services so that they are equally balanced.

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