



The Influence of Student Administration Quality on Student Satisfaction at SMK Negeri 1 Sipoholon

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ABSTRACT

This study aims to determine the influence of student administration quality on student satisfaction at SMK Negeri 1 Sipoholon. The research employed a quantitative inferential method. The population consisted of all students at SMK Negeri 1 Sipoholon in the 2024/2025 academic year, totaling 246 students. A sample of 20% of the population, or 48 students, was selected using a random sampling technique. Data were collected through a closed-ended questionnaire consisting of 39 items. The results of data analysis indicate a positive and significant influence of student administration quality on student satisfaction at SMK Negeri 1 Sipoholon. This finding is supported by the following statistical analyses: 1) Analytical requirement tests: a) The correlation coefficient test resulted in $r_{xy} = 0.671 > 0.284$, indicating a positive relationship between variable X and variable Y. b) The significance test of the correlation coefficient showed $t_{count} = 8.809 > t_{table} = 2.012$, confirming a significant relationship between variable X and variable Y. 2) Influence test: a) The regression equation test produced the regression equation $\hat{Y} = 59.784 + 0.176X$. 3) Determination coefficient test: The regression determination coefficient (r^2) was found to be 23.3%. Thus, the results of this study demonstrate that the quality of student administration contributes 23.3% to student satisfaction at SMK Negeri 1 Sipoholon, while the remaining percentage is influenced by other factors.

Keywords: Administrative Quality, Student Affairs, Student Satisfaction

INTRODUCTION

Along with the advancement of time, competition in the field of education has become an essential challenge for every educational institution to continuously improve the quality of its services. This aligns with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that the national education system must ensure equitable access to education, improvement in education quality, and the effectiveness of educational management to meet the demands of global, local, and national changes. Therefore, educational reform must be planned, directed, and sustainable. Educational institutions are public entities expected to provide high-quality

services. Consequently, schools must improve their resources by enhancing various components and optimizing the role of quality management. Quality refers to activities carried out by others directly through the process of meeting needs. If the quality provided by school administrative staff is satisfactory, it will positively affect student satisfaction. Conversely, poor administrative quality will lead to student dissatisfaction. According to Intan Puspita Sari, the quality of a school can be observed through its services, one of which is the quality of student administration. High-quality student administrative services can bring satisfaction to students. However, when the management of student administration is inadequate, it becomes a challenge for the school to evaluate and improve its internal services. The ultimate goal of such services is to achieve student satisfaction, thereby enhancing school quality and providing added value to students according to their expectations. Student satisfaction is a measure of how well a school performs in meeting the various needs of its students throughout their educational experience. Furthermore, as explained by Popi Sopiati (in Deby Yulinar Saragih), student satisfaction refers to students' attitudes-either positive or negative-regarding whether their expectations align with the administrative services they receive. Students feel satisfied when the services meet or exceed their expectations; otherwise, dissatisfaction arises. Since each student has unique needs and expectations, administrative staff must employ various strategies to meet those expectations. Student satisfaction serves as a critical indicator for evaluating the quality of services within a school. It encompasses how well educational institutions fulfill students' needs and expectations and their experiences within the learning environment. This includes the degree to which students feel content with various aspects of the services they receive. According to Popi Sopiati, student satisfaction can be assessed through several dimensions: 1) Reliability - the extent to which teachers consistently provide high-quality instruction, enabling schools to develop curricula that meet students' needs and expectations. 2) Tangibility - since services are intangible, tangible aspects (such as facilities and learning environments) become crucial indicators of quality, as students often use visual perceptions to assess school services. 3) Responsiveness - the willingness of school staff to listen to and resolve student concerns, both academic and personal. 4) Assurance - the confidence students have in choosing a school based on trustworthy information about its ability to foster their potential. 5) Empathy - the school's ability to understand and address student needs while striving toward their fulfillment. From the above, it can be inferred that the quality of educational services can be evaluated through key aspects influencing student satisfaction. Reliability highlights the teacher's ability to deliver consistent and high-quality instruction. Tangibility emphasizes observable aspects of educational services. Responsiveness reflects the readiness of school staff to address student concerns. Assurance represents students' confidence in the institution's reliability, while empathy underscores the importance of understanding and meeting student needs. Collectively, these elements contribute to creating a high-quality and satisfying learning environment. According to Indarti, there are three main factors influencing student satisfaction: (1) the quality of services provided by both teaching and administrative staff, which includes responsiveness and reliability in addressing student needs; (2) the professionalism of administrative staff, reflected in their ability to deliver friendly, accessible, and efficient services; and (3) the school's operational management, including the alignment between financial allocations and available facilities, as well as

the fulfillment of students' rights and needs. In practical settings, schools have made efforts to improve administrative services—such as implementing data management systems, maintaining organized schedules, and establishing clear procedural guidelines. Administrative staff also strive to offer friendly and efficient services. However, several challenges persist, including delays in document processing, slow responses to student complaints, and limited service facilities. Additionally, communication between administrative staff and students remains suboptimal, often leading to misunderstandings or unclear information delivery. This situation indicates that, although schools are attempting to enhance service quality and professionalism, improvements are still needed in punctuality, facility adequacy, and communication effectiveness to achieve optimal student satisfaction.

Field observations and interviews conducted at SMK Negeri 1 Sipoholon revealed several issues in student administration, such as inefficient service systems, delays in data management, and poor communication between administrators and students. These inefficiencies make it difficult for students to obtain administrative and academic information. For example, delays often occur in scholarship data collection, student achievement recording, and permit processing. In some cases, inconsistencies arise between recorded data and actual conditions due to delayed data management. A major contributing factor to student dissatisfaction is the lack of effective communication, as information about school policies, schedule changes, and administrative procedures is often unclear, causing confusion and delays in completing administrative tasks. The student administrative system at SMK Negeri 1 Sipoholon must be improved to enhance both efficiency and student satisfaction. Efforts may include implementing a digital administration system, improving service efficiency, and strengthening communication between administrative staff and students. These measures aim to create a better educational environment and support students' academic and non-academic development. Further interviews and observations with administrative staff revealed that many students expressed dissatisfaction with the administrative services. They reported delays in document processing—such as student ID cards, permission letters, and academic records—and errors in manual data entry, which often led to inconsistencies between school records and students' actual conditions. Communication issues also remain a major concern, as students frequently complain about unclear or late information regarding schedules and policies, forcing them to repeatedly seek clarification from staff, which in turn slows down service delivery. The findings indicate that SMK Negeri 1 Sipoholon needs to reform its student management system. Schools should adopt digital-based administrative processes to accelerate data management and enhance communication effectiveness. Such improvements are expected to elevate the quality of student administration and increase student satisfaction with school services. Administrative quality plays a crucial role in ensuring the efficiency and effectiveness of educational operations. Schools must design administrative systems that are well-structured, accessible, and capable of providing quality service to all stakeholders. High-quality administration contributes to a positive educational experience by fostering a supportive and conducive learning environment. By prioritizing excellent administrative services, educational institutions can cultivate a collaborative, effective, and inclusive environment that benefits all stakeholders. This, in turn, has a profound positive impact on students' experiences and the overall quality of education provided by the institution.

In student administrative quality, satisfaction serves as a key measure of service success—reflecting the alignment between students' expectations and the actual services received. Quality and satisfaction are closely interconnected: when administrative services are excellent, satisfaction levels rise; conversely, poor service leads to dissatisfaction. When students are satisfied with school administrative services, it indicates that the institution is managing its operations effectively, facilitating the achievement of its educational goals. In today's digital era, technology should enable students to access information and manage administrative tasks quickly and efficiently. However, many students still face difficulties, particularly due to limited access to information, unclear procedures, and inconvenient administrative office hours that conflict with class schedules. Moreover, slow responses to inquiries further exacerbate frustration. Therefore, more effective solutions are needed to enhance accessibility and service quality for students. Unclear or inconsistent administrative policies also pose problems, making it difficult for students to understand procedures or requirements. Technical issues—such as inadequate systems and technological disruptions—can hinder students from accessing administrative services online or through other information systems. Improving administrative quality is therefore essential to enhance communication and ensure that student needs are prioritized, leading to a better overall educational experience. Often, students visit administrative offices expecting excellent service but leave dissatisfied due to issues such as understaffing, complex procedures, and limited resources. To bridge the gap between expectations and reality, administrative staff must actively listen to student feedback and implement necessary improvements. It is essential for administrators to carefully consider student feedback, analyze underlying problems, and make necessary changes to enhance students' overall experiences. When students recommend their school's administrative services to others but still express dissatisfaction, it suggests a gap between individual perceptions and the general experience. Some students may have particularly positive interactions with staff, while others face difficulties, highlighting the subjective nature of satisfaction and the variability of individual experiences.

METHODS

The research method employed in this study is a quantitative method using inferential statistics. Inferential statistics refer to statistical techniques used to analyze sample data and generalize the findings to a population. Therefore, in this study, to determine the influence of variable X on variable Y, a quantitative method with inferential statistics was applied. According to Sugiyono, the quantitative method can be described as a traditional research approach grounded in the philosophy of positivism. It is used to investigate specific populations or samples, with data collected through research instruments and analyzed quantitatively or statistically. The purpose of this method is to describe and test the hypotheses that have been established.

RESULT AND DISCUSSION

Satisfaction refers to a person's level of contentment after comparing the perceived performance or outcome with their expectations. Thus, satisfaction or dissatisfaction

results from the interaction between expectations and actual experiences after receiving a service or quality of performance. Satisfaction can be described as a feeling of happiness and joy when an individual's needs and desires are fulfilled. The level of student satisfaction with the quality of student administration is an essential component in determining the quality of services received. A student can be considered satisfied when they perceive that the quality provided meets their needs and expectations. According to Popi Sopiati, satisfaction is a positive attitude shown by students toward the quality of the teaching and learning process conducted by teachers, which arises from the alignment between their expectations and needs with the reality they experience. If the quality of student administration aligns with students' expectations, they will feel satisfied. Conversely, if the received quality fails to meet expectations, students tend to feel dissatisfied. Schools play a vital role in providing high-quality educational services, one of which is through effective and professional student administrative management. Student satisfaction can be achieved when schools deliver excellent and responsive administrative services, not only in terms of physical facilities but also through efficient administrative systems. Student satisfaction reflects the users' (students') level of satisfaction or dissatisfaction toward service quality. It can be defined as a sense of pleasure, contentment, or relief experienced by an individual after receiving quality services from administrative personnel. Liana (as cited in Dwi Ayu) explains that student satisfaction is one of the determining factors for assessing the success of an institution in providing quality services. In this context, schools can use student satisfaction as an indicator to evaluate whether they have successfully delivered satisfactory quality services to their students. Schools are therefore responsible for offering high-quality services that ensure student satisfaction; however, providing consistently excellent services remains a challenging task. Based on the various perspectives above, it can be concluded that student satisfaction represents a positive attitude toward the quality of both administrative and educational services provided by the institution. It reflects the alignment between students' expectations and needs with the actual experiences they receive. Satisfaction, therefore, is the outcome of perceived quality that matches-or surpasses-expectations.

Factors Influencing Student Satisfaction

Administrative staff responsible for student affairs play a crucial role in supporting educational institutions, as they ensure the effective management of students' administrative needs. Their work requires commitment, responsiveness, and efficiency to facilitate and expedite students' requirements. They must also show empathy and assist students in addressing issues related to administrative performance. Several factors influence student satisfaction, including:

1. Communication: Interaction between administrative staff and students must be friendly and professional, as effective communication significantly impacts the overall quality of school services and student satisfaction.
2. Administrative quality: The administration must demonstrate strong communication skills, such as attentively listening to students' concerns and addressing their needs appropriately.
3. School management: Proper management and implementation of administrative systems are essential for ensuring smooth school operations and service delivery.

4. School environment: A stable and supportive environment, including positive relationships between administrative staff and students, contributes to greater satisfaction.

From these factors, it can be inferred that the quality of student administrative services depends largely on effective communication, empathetic listening, and responsiveness to students' concerns. By prioritizing these aspects, students are more likely to feel comfortable and satisfied with the services provided by the school's administrative personnel.

The Quality of Student Administration

According to Mahfudhoh et al., the quality of student administration refers to a series of activities designed to help students make full use of the learning opportunities available to them. These activities include student registration, academic advising, and assistance in managing administrative matters that may affect the learning experience. Similarly, Edwin L. Herr and Muhammad Sawir define student administrative quality as encompassing all activities and services aimed at supporting students' academic, social, and emotional development. These include counseling services, academic record management, supervision, student engagement in school activities, and providing support to help students achieve their academic goals. Student administrative quality encompasses a range of services provided by schools to meet students' administrative needs. This includes the registration of new students, maintenance of academic records, scheduling, tuition payments, and the provision of official documents such as transcripts. The objective is to ensure smooth school operations and to effectively support students' educational progress. High-quality student administration is a critical factor in delivering superior educational services. When students interact with administrative staff, their satisfaction or dissatisfaction often depends on how well they are served. If the administrative process is efficient, transparent, and respectful, students perceive the service as high-quality. Conversely, if students experience delays, lack of clarity, or unresponsiveness from administrative personnel, the service is deemed poor. Effective management of student administration reflects a school's commitment to cultivating an institutional culture of quality education. If the administrative system functions efficiently, students—who are the primary “clients”—will experience higher satisfaction. This satisfaction serves as a valuable indicator for schools to evaluate their service performance. Schools with low service quality should focus on making necessary improvements, while those with high-quality services must strive to maintain and further enhance their standards. According to Tatang Ibrahim, Parasuraman, A. V. A. Zeithaml, and L. L. Berry, there are five key indicators of student administrative quality:

1. Tangibles (Physical Evidence): The availability of an adequate administrative office that serves as a comfortable and well-equipped service center for students. This includes the organization of space, cleanliness, and communication facilities that support effective administrative processes. A well-managed administrative environment reflects the institution's service quality and contributes to student satisfaction.
2. Reliability: The ability to deliver promised services accurately and dependably, ensuring that tasks are completed on time and consistently according to established procedures without errors.

3. Responsiveness: The willingness and readiness of administrative personnel to assist and provide the services needed by students promptly and courteously.
4. Assurance: The professionalism, courtesy, and competence of administrative staff that instill confidence and trust in students, ensuring that they feel safe and assured during administrative interactions.
5. Empathy: The personal attention and understanding shown by administrative personnel toward students' needs and difficulties. This involves open communication, personalized attention, and genuine concern for students' experiences and well-being.

The data distribution results indicate that the quality of student administration at SMK Negeri 1 Sipoholon has shown an increasing trend in relation to student satisfaction. Student administration is one of the core components of educational administration, focusing on managing various student-related matters. These activities encompass the processes of student admission, learning implementation, and graduation, with the objective of ensuring that all procedures operate efficiently and effectively to achieve predetermined goals. The quality of student administration reflects the level of excellence and success in managing various administrative aspects concerning students within an educational institution. The quality of student administration contributes significantly to improving student satisfaction. This is evident in the implementation of administrative activities during the learning process in schools or madrasahs, which must be conducted in an orderly and optimal manner so that the objectives of student administration can be achieved effectively. According to Ahmad, improving the quality of administrative services in schools is essential. The more optimal the services provided-covering aspects such as service speed, procedural clarity, and the professionalism of administrative staff-the higher the level of satisfaction perceived by students. Statistical analysis results also demonstrate that administrative services play a significant role in shaping student satisfaction, although other factors beyond administrative aspects also influence it. The distribution of data regarding the quality of student administration shows that items number 1 and 24 obtained the highest score of 174 with an average value indicating that many students responded positively, agreeing that the administrative office is clean and organized, and that administrative staff treat all students seeking services fairly and kindly. The high scores on these two items suggest that students perceive the administrative environment and staff interactions positively. This finding aligns with Neliwati et al., who assert that a clean, well-organized, and informative administrative environment greatly contributes to student satisfaction, as it reflects professionalism and facilitates students in accessing services effectively. Hermawan also argues that administrative staff are required to provide fair and high-quality services to all students. This can be observed through their courteous, responsive attitudes and punctuality in delivering services. Fair service ensures that all students receive equal treatment without discrimination, fostering trust and satisfaction toward the educational institution. Consistency in maintaining service quality helps create a professional and transparent administrative atmosphere that supports the learning process and enhances students' comfort in accessing various school services. The lowest weighted item among the questionnaire responses was item number 16, with a score of 151 and an average of 3.15, indicating that administrative staff possess only moderate knowledge of administrative procedures. This is likely due to the heavy workload that often burdens administrative

staff, leading to reduced focus and insufficient time to handle all issues comprehensively. According to Wibowo, administrative staff competence in understanding and mastering administrative procedures is a crucial factor determining the operational effectiveness and efficiency of an organization. Adequate procedural knowledge ensures smooth work processes, minimizes errors, enhances productivity, and guarantees optimal service quality. The data distribution regarding student satisfaction shows that item number 25 received the highest score of 187 with an average of 3.90, meaning that many students agreed that administrative services are reliable and consistent with initial information provided. According to Neliwati, reliable administrative services that align with initial expectations indicate consistency and dependability. Consistent service delivery positively influences student satisfaction, as students feel their administrative matters are handled accurately and on time. Conversely, the lowest weighted items were numbers 26 and 33, with scores of 178 and an average of 3.71, where many students stated that physical facilities-such as the administrative room, service counters, and related equipment-were inadequate or poorly maintained, and that they would not recommend the school to others based on their administrative service experiences. This may stem from limited facilities that lead to less friendly, slow, and inefficient service. Staff may feel burdened by inadequate working conditions, resulting in suboptimal service delivery. Saputra et al. emphasize that well-maintained physical facilities in administrative spaces, such as organized service counters and waiting rooms, create a comfortable and professional service environment, thus improving students' satisfaction with administrative processes. Similarly, Adam and Yakub note that properly managed physical facilities enhance the efficiency of administrative processes and contribute positively to overall student satisfaction. The distribution results for variable X (student administration quality) show that the indicator with the highest average score was Tangibles, with a mean of 3.63. According to Sitorus, administrative staff apply the principle of tangibles, or physical appearance, to create a positive impression among service users. Facilities such as clean waiting rooms, organized service counters, and adequate working tools reinforce users' confidence in the service quality. A well-maintained physical appearance reflects professionalism and increases user trust and satisfaction. On the other hand, the lowest indicator, with an average score of 3.40, was Responsibility. This is closely related to staff competence and professionalism levels. Administrative staff who lack understanding of their tasks and procedures tend to neglect their responsibilities. Lidyanti et al. note that administrative staff uphold the principle of responsibility because they receive regular supervision from school principals, encouraging them to perform their duties responsibly. Supportive management fosters open communication and a collaborative work environment, motivating staff to take personal responsibility for administrative service quality and to complete tasks promptly and accurately. For variable Y (student satisfaction), the indicator with the highest average score of 3.81 was Meeting Student Expectations. It is crucial for management to accurately understand what students expect. When management and administrative staff recognize students' expectations for accuracy and timeliness and communicate them consistently, the gap between expectations and actual service can be minimized or even eliminated. This is particularly relevant to the Reliability and Assurance dimensions, as explained in findings published in the *European Proceedings*. Conversely, the lowest indicator with an average score of 3.75 was Exceeding Student Expectations. This result indicates that many

administrative staff tend to perform only their basic duties according to established procedures without taking proactive steps to provide services that exceed student expectations. This is often due to a bureaucratic and rigid work culture. Sohail and Hasan argue that Reliability, defined as the ability of staff to deliver services accurately and as promised, is a key factor shaping students' perceptions of service quality and satisfaction. The availability of modern facilities, clear communication, and staff punctuality in providing services reinforce the principle of responsibility in managing student administration. The coefficient of determination test yielded an R^2 value of 0.233, indicating that the quality of student administration accounts for 23.3% of student satisfaction at SMK Negeri 1 Sipoholon, while the remaining 76.7% is influenced by other factors. The findings confirm that the hypothesis proposing a positive and significant relationship between student administration quality and student satisfaction is accepted. In other words, the better the quality of student administration, the higher the student satisfaction level-although its contribution is not dominant since other factors such as teaching quality, teacher competence, school facilities, and school climate also play substantial roles. This result aligns with the research of Nurani et al., who found that 88.7% of administrative service satisfaction is influenced by service speed, accuracy, friendliness, and clarity of information provided to students. When administrative staff respond to student needs professionally and responsively, satisfaction levels increase significantly. Similarly, adequate school facilities, comfortable administrative rooms, and efficient management practices contribute to creating a conducive environment for administrative services, thus enhancing students' satisfaction. In summary, the study concludes that 23.3% of student satisfaction is influenced by the quality of student administration, while 76.7% is affected by other factors beyond this study. This supports the hypothesis that there is a positive and significant relationship between student administration quality and student satisfaction at SMK Negeri 1 Sipoholon for the 2024/2025 academic year. The determination coefficient ($R^2 = 0.233$) signifies that student administration quality explains only a small portion of the variation in student satisfaction, indicating that while it plays a role, other factors have a greater impact. This finding is consistent with the study by Lu'lu'ul Fuadatun Nisa (2019), which reported a significant influence of administrative service quality on student satisfaction at FITK UIN Walisongo Semarang, as evidenced by an F_{test} result of $153.645 > 3.95$ at a 5% significance level. Similarly, Nia Tur Rohmah (2020) found a significant relationship between the quality of student administration services and student satisfaction at SMA Negeri 1 Gedangan Sidoarjo, with a correlation coefficient of 0.65 at a significance level of $0.00 < 0.05$. These findings affirm that the better the quality of student administration, the higher the satisfaction experienced by students.

CONCLUSION

Student administration is one of the key aspects of educational administration that focuses on managing various issues related to students. This activity encompasses processes ranging from student admission, the implementation of learning activities, to the graduation stage. The main objective is to ensure that all these processes run efficiently and effectively in achieving predetermined goals. Based on the results of the F-test, it was found that the calculated $F_{\text{count}} = 1.352$ was greater than the table value F_{table}

= 4.05. Therefore, the research hypothesis is accepted. This indicates that there is a positive and significant influence between the quality of student administration and student satisfaction at SMK Negeri 1 Sipoholon, amounting to 23.3%. From both theoretical and empirical perspectives, it can be concluded that the research hypothesis is proven correct—there is a significant influence of student administration quality on student satisfaction at SMK Negeri 1 Sipoholon. It can thus be understood that the better the quality of student administration, the higher the level of student satisfaction.

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