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The Effect of The Implementation of Office Ethics and Excellent Service Attitude by School Administrative Personnel on Student Satisfaction in Vocational High School in Turen District, Malang Regency

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Abstract

The application of office ethics is something that needs to be implemented in every school related to education, because this is related to customer satisfaction in a school. Excellent service attitude is an important thing to be implemented and carried out in supporting customer satisfaction. Customer satisfaction is important because it can influence students to be able to promote the school, so that it can promote the school and can make the school able to carry out learning activities because basically students are the most important thing in educational institutions. Research objectives: (1) the application of office ethics in the SMK work environment (2) the application of excellent service attitudes in the SMK environment (3) the level of student satisfaction in the SMK environment (4) the relationship between the application of office ethics and student satisfaction in SMK (5) the relationship between excellent service attitudes and student service satisfaction in SMK (6) the relationship between the application of office ethics and excellent service attitudes by school administrative staff with student service satisfaction in SMK. This study uses quantitative research using multiple linear regression analysis techniques. Research results: (1) there is no significant influence between the application of office ethics and student satisfaction; (2) there is no significant influence between the application of excellent service attitudes and student satisfaction; (3) there is no significant influence between the implementation of excellent service attitudes and student satisfaction.

Keywords: office ethics, excellent service attitude, student satisfaction

1. Introduction

Educational institutions or schools are required to maximize the potential of students to achieve educational goals and contribute to the development of human resources. To achieve these educational goals, structured management is essential, including the implementation of activities within the Administration department. One implementation of these activities within school administration is the application of office ethics (Begley, 2026) . The application of office ethics is essential in every educational institution or school, as it is linked to customer satisfaction within a school or educational institution (Blanco-Gonz et al., 2021) . Customer satisfaction can be expressed by parents, teachers, or other users of education. This means that in education, parents who enroll their children in a particular school expect their children to receive the education and then summarize their experiences after attending. Customer satisfaction in this study encompasses student satisfaction. Student satisfaction with service ethics originates from the students themselves. Student satisfaction can also be defined as students' enjoyment of school administration services. This impacts students' engagement in school activities. According to Rof et al. (2024), student satisfaction is influenced by the quality of school or educational institution services. Service quality is also related to the needs of

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students met by educational institutions. Educational institutions should be able to identify the needs of their students and even the community. Student needs need to be identified in order to provide appropriate services to students according to their needs.

Office ethics in schools is a student administration activity that focuses on meeting the needs of students (Mintrop, 2018) . Office ethics includes receiving guest services and implementing services provided to students, of course, because this is related to the attitude of excellent service. The attitude of excellent service is concern for customers by prioritizing quality to provide convenience to customers so that they remain loyal to the organization. Excellent service carried out by school administrative staff is related to student satisfaction because it is related to the quality of service provided to students by school administrative staff. The relationship between the application of office ethics of administrative staff and student satisfaction needs to be known because it can be concluded that the relationship between the application of office ethics of administrative staff and student satisfaction. The novelty of this study is regarding the application of office ethics that is linked to student satisfaction which refers to previous research that relates to the relationship between the application of ethics and attitudes of excellent service with student service satisfaction in vocational schools throughout Turen District. This study examines the application of ethics and excellent service attitudes to students because a service that is fulfilled by students will feel proud so that it promotes the school to prospective vocational school students so that it can make a good continuity of learning because basically the actors in educational institutions are students or students themselves so that to be able to find out the satisfaction, the researcher conducted a study entitled The Relationship between the Application of Office Ethics and Excellent Service Attitudes by School Administrative Staff with Student Satisfaction in Vocational High Schools in Turen District, Malang Regency. The operational definition of this study is; Office ethics is a group of rules, values, and principles that regulate how to behave and interact between employees in the office environment. The goal is to create a professional, honest, and respectful work atmosphere for each other. Excellent service attitude is a way of behaving actively, showing sincerity, politeness, patience, and responsiveness in serving the needs and expectations of people who need services. The goal is to provide a pleasant and satisfying experience. Student satisfaction is a positive feeling or satisfaction felt by students towards the quality of educational services, facilities, and interactions during the learning process. This can be seen from the students' sense of pleasure and loyalty to educational institutions. The previous research conducted by (Hastuti et al., 2020) Based on the research that has been multiplied shows that the application of office ethics carried out by administrative staff has an effect on increasing student satisfaction from the services provided. This means that it shows that office ethics have a positive effect and are related to the satisfaction of FIP UM students. The better the application of office ethics applied by administrative staff, the students who are given services will give a positive reaction and student satisfaction will increase. The second study was conducted by (Handoko et al., 2018) From the results of the second hypothesis test, it can be seen that there is a significant relationship between the excellent service performance of school management staff in providing services and the satisfaction of SMPN students in Bantur District, Malang Regency. The results of the Pearson product moment correlation analysis 0 show a significance value of 0.000 <0.05 so H0 is rejected. The excellent service performance variable (X2) has a positive effect on the student satisfaction variable (Y), the result is positive at 0.751. From the results of the correlation, it can be said to be very strong, meaning that the excellent service

performance variable of school management staff is related to the student satisfaction variable and has a significant effect. The third study was conducted by (Fauziah et al., 2022) . This study concluded that student management services can influence student satisfaction levels. The analysis showed that the more student management services provided, the higher the level of student satisfaction, and vice versa. With a relatively high influence ratio of 62.7%, this indicates that students are highly concerned about service quality.

2. Method

This research essentially uses a research design with a quantitative research approach. Quantitative research is research that ultimately produces data in the form of numbers, where the data is analyzed using statistics to determine the extent of the relationship between the variables being studied. This research uses a descriptive quantitative research method with regression analysis techniques. Descriptive quantitative research is a type of research used as a form of determining the value of an independent variable, either one or more variables, without making any comparisons or connecting it with other variables. Regression analysis is one type of analysis in quantitative research that is used to obtain relationships or influences, both positive and negative, of research variables, namely dependent variables and independent variables.

1. Population

The population in this study was vocational high school students in Turen District. The following table details the population and sample size of vocational high school students in Turen District.

No	School name	Population
1	SMKN 1 TUREN	2,034
2	SMKN 2 TUREN	796
3	DARUL MUTTAQIN TUREN VOCATIONAL SCHOOL	86
4	MAARIF 3 TUREN VOCATIONAL SCHOOL	51
5	MADANI TUREN VOCATIONAL SCHOOL	178
6	PGRI 2 TUREN SMKS	87
7	PGRI TUREN SMKS	416
8	INTEGRATED SMKS TUREN	84
9	SMKS TUREN	1,526
10	WIDYA DHARMA TUREN SMKS	746
	Total	6,004

2. Sample

Based on the results of the calculation of the number of samples using the Slovin formula, it can be seen that the number of samples from students in SMK in Turen District, Malang Regency is After formulating the number of samples to be studied, the researcher then used a proportional stratified random sampling technique. This technique is carried out randomly by dividing the population into sub-populations or strata proportionally to collect data on the

number of students from each school which can then determine the number of samples needed in each school.

No	School name	Sample
1	SMKN 1 TUREN	127
2	SMKN 2 TUREN	50
3	DARUL MUTTAQIN TUREN VOCATIONAL SCHOOL	5
4	MAARIF 3 TUREN VOCATIONAL SCHOOL	3
5	MADANI TUREN VOCATIONAL SCHOOL	11
6	PGRI 2 TUREN SMKS	5
7	PGRI TUREN SMKS	26
8	TUREN INTEGRATED VOCATIONAL SCHOOL	6
9	TUREN Vocational School	95
10	WIDYA DHARMA TUREN VOCATIONAL SCHOOL	47
	Total	375

The research instrument used in this study was a closed-ended questionnaire. This means the researcher provided answer options, and respondents were then asked to choose the one that best suited their specific situation. The purpose of this closed-ended questionnaire was to determine the relationship between the application of office ethics and excellent service attitudes and student satisfaction.

Variables	Sub Variables	Indicator	Item
Implementation of Office Ethics (X1) (Zulkarnain & Sumarsono , 2018) (Hastuti et al., 2020) (Handoko et al., 2018)	ESToMaT	1. Smile 2. Polite 3. Regards 4. Who 5. Help 6. Excuse me 7. Thank You	1 2, 3 4 5 6, 7 8, 9 10
	Fast appropriate	1. Speed time 2. Accuracy 3. Effectiveness	11, 12 13 14, 15, 16
Attitude Excellent Service (X2) (Zulkarnain and Sumarsono , 2018)	*Attitude*	1. show attitude appearance harmonious 2. Service with think positive 3. Service with attitude value	17, 18 19, 20 21
	Attention	1. Listen 2. Think	22, 23 24, 25
	Action	1. Take notes need 2. Confirm return	26, 27

		3. Realize need	28
Satisfaction Students (Y)	Performance	1. Skills 2. Effectiveness	29, 30 31, 32, 33 34, 35
	Hope	1. Fulfillment 2. Feeling like 3. Skill 4. security	36 37 38 39

The five alternative answers above have the following meanings:

1. SS (Strongly Agree): if you strongly agree/always implemented based on the respondent's opinion or situation.
2. S (Agree): if it is often carried out based on the respondent's opinion or situation.
3. Doubtful (Neutral): if it is sufficient to do so based on the respondent's opinion or situation.
4. TS (Disagree): if the respondent disagrees based on the respondent's opinion or situation.
5. STS (Strongly Disagree): used if the respondent has never done it at all and strongly disagrees with it based on the respondent's opinion or circumstances.

Criteria	Statement Positive	Statement Negative
totally agree/ Always	5	1
Agree/ Often	4	2
Hesitant/ Sometimes	3	3
Disagree / Almost	2	4
strongly disagree / Never agree	1	5

3. Results and Discussion

3.1 Results

In multiple regression analysis, partial regression is used to test parameters, such as regression coefficients and constants. The goal is to assess whether the regression equation or model has the correct parameters. The following presents the results of a partial regression analysis to test the influence of office ethics variables on student satisfaction. The results of the partial regression analysis are presented in the following table.

1. The Influence of Office Ethics Variable (X1) on Student Satisfaction Variable (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.056 [a]	.003	.001	1,677

a. Predictors: (Constant), Office Ethics

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,345	1	3,345	1,190	.276 [b]
	Residual	1048,932	373	2,812		
	Total	1052.277	374			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Office Ethics

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	23,178	2,188		10,594	.000
	Office Ethics	.035	.032	.056	1,091	.276

a. Dependent Variable: Student Satisfaction

The table shows the R and R2 values, with the R value indicating a simple correlation of 0.056 (column "R"), indicating a low level of correlation. Meanwhile, the R2 value (column "R Square") indicates how much of the total variance in the student satisfaction variable can be explained by the office ethics variable. Therefore, 0.03% can be explained, resulting in a small figure.

Furthermore, the ANOVA table shows that the regression model is a good fit, meaning it corresponds to the actual data. The results prove that it can predict the student satisfaction variable insignificantly well. This can be seen in the Regression row and the sig column, which indicates the statistical significance of the regression model. The p-value is 0.276, which is greater than 0.05, indicating that simultaneously, the regression model statistically does not predict the office ethics variable statistically significantly. This means that the model does not fit the data and is also insignificant.

Furthermore, the coefficient table explains how to estimate student satisfaction variables from office ethics variables. Determining the absence of a statistically significant contribution of office ethics to student satisfaction in the sig. column, there is a p-value or probability value of 0.276 or > 0.05, which means Ho is accepted and Hi is rejected. This indicates that statistically, the office ethics variable does not provide a significant contribution to student satisfaction.

2. The Influence of the Excellent Service Attitude Variable (X2) on the Student Satisfaction Variable (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.061 [a]	.004	.001	1,677

a. Predictors: (Constant), Excellent Service Attitude

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,867	1	3,867	1,376	.242 [b]
	Residual	1048,410	373	2,811		
	Total	1052.277	374			

a. Dependent Variable: Student Satisfaction
b. Predictors: (Constant), Excellent Service Attitude

Coefficients [a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	23,348	1,890		12,351	.000
	Excellent Service Attitude	.051	.044	.061	1,173	.242

a. Dependent Variable: Student Satisfaction

The table shows the R and R2 values, with the R value indicating a simple correlation of 0.061 (column "R"), indicating a low level of correlation. Meanwhile, the R2 value (column "R Square") indicates how much of the total variance in the student satisfaction variable can be explained by the excellent service attitude variable. Therefore, 0.04% can be explained, resulting in a small figure.

Furthermore, the ANOVA table shows that the regression model is a fit model, meaning it is in accordance with the actual data. The results prove that it can predict the student satisfaction variable not significantly well. This can be seen in the Regression row, column sig, which indicates the statistical significance of the regression model. There is a p-value of 0.242, which is greater than 0.05 and indicates that simultaneously, the regression model statistically does not predict the excellent service attitude variable significantly. This means that the model does not fit the data and is also insignificant.

Furthermore, the coefficient table explains how to estimate the student satisfaction variable from the excellent service attitude variable. Determining the absence of a statistically significant contribution of excellent service attitude to student satisfaction in the sig. column. There is a p-value or probability value of 0.242 or > 0.05, which means Ho is accepted and Hi is rejected. This indicates that statistically the excellent service attitude variable does not provide a significant contribution to student satisfaction .

3. The Influence of Office Ethics Variables (X1) and Excellent Service Attitude (X2) on Student Satisfaction Variable (Y)

5. **Model Summary**

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate

1	.079 [a]	.006	.001	1,677

a. Predictors: (Constant), Excellent Service Attitude, Office Ethics

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,521	2	3,261	1,160	.315 [b]
	Residual	1045,756	372	2,811		
	Total	1052.277	374			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Excellent Service Attitude, Office Ethics

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	21,408	2,749		7,787	.000
	Office Ethics	.031	.032	.051	.972	.332
	Excellent Service Attitude	.047	.044	.055	1,063	.289

a. Dependent Variable: Student Satisfaction

The table shows the R and R2 values, with the R value indicating a simple correlation of 0.079 (column "R"), indicating a low level of correlation. Meanwhile, the R2 value (column "R Square") indicates how much of the total variance in the student satisfaction variable can be explained by the office ethics and excellent service attitude variables. Therefore, 0.06% can be explained by obtaining a small number.

Furthermore, the ANOVA table shows that the regression model is a fit model, meaning it is in accordance with the actual data. The results prove that it cannot significantly predict the student satisfaction variable well. This can be seen in the Regression row, column sig, which indicates the statistical significance of the regression model. There is a p-value of 0.315, which is greater than 0.05 and indicates that simultaneously, the regression model statistically predicts the variables of office ethics and excellent service attitude but does not significantly. This means that the model does not fit the data and is also insignificant.

Furthermore, the coefficient table explains that to estimate the student satisfaction variable from the variables of office ethics and excellent service attitudes. Determining the absence of a statistically significant contribution of office ethics and excellent service attitudes to student satisfaction in the sig. column. There is a p-value or probability value of 0.315 or > 0.05 which means Ho is accepted and Hi is rejected. This indicates that statistically the variables of office ethics and excellent service attitudes do not provide a significant contribution to student satisfaction .

Results can be presented in graphs, tables, or descriptions. Tables and figures should only contain essential information from the research findings. Analysis and interpretation of these results are necessary before discussion.

3.2 Discussion

1. Implementation of Office Ethics with Student Satisfaction

Based on the variable Office ethics is the independent variable of the study. The questionnaire was distributed to 375 students who were the sample in this study. The maximum score was 78 and the minimum score was 62. The total average score was 68.7467;

standard deviation 2.72684. This can be interpreted that office ethics has been implemented well with a moderate category in SMK throughout Turen District. According to (Alfy et al., 2020) in today's era, of course, school administrative staff should pay attention to the quality of educational services they provide intended to ensure the smooth running of education and realize good quality education. School administrative staff as implementers of office ethics in the school environment should apply office ethics to strengthen reciprocal relationships between customers or students to service providers or school administrative staff (Zulkarnain & Sumarsono, 2018) . The application of office ethics is the rules, professional behavior, and governance that apply in educational administration to achieve public reputation and public trust is greatly influenced by ethical standards such as transparency, accountability, and friendly service (Gbadago et al., 2025) .

Office ethics and student satisfaction influence each other reciprocally in the context of educational institutions. Administrative practices that prioritize transparency, accountability, and excellent service have a direct impact on student experience. When administrative staff act in accordance with the code of ethics, for example in registration, complaint handling, and distribution of facilities, student and parent trust increases, the bureaucracy becomes more responsive, and non-pedagogical barriers to learning are reduced. A moral administrative environment supports fairer and more efficient resource management (Hosseini Tabaghdehi & Ayaz, 2025) , so that the quality of educational services, including access to facilities and non-academic support, can be guaranteed, which ultimately increases student satisfaction.

Therefore, based on the analysis exposure through SPSS version 22 of office ethics with student satisfaction, there are R and R2 values with the R value showing a simple correlation of 0.056 (column "R") which indicates a low level of correlation. Meanwhile, the R2 value (column "R Square") shows how much of the total variance in the student satisfaction variable can be explained by the office ethics variable. So there is 0.03% that can be explained by getting a small number. Thus, it can be interpreted that the office ethics variable has a significant relationship with student satisfaction but is very small. Furthermore, the ANOVA table shows that the regression model is a fit model, meaning it is in accordance with the actual data. The results are proven to be able to predict the student satisfaction variable insignificantly well. It can be seen in the Regression row, column sig which shows the statistical significance of the regression model that was run. There is a p value of 0.276, which is more than 0.05 and indicates that simultaneously, the regression model statistically predicts the office ethics variable not significantly, which can be interpreted that the model is not significant. The coefficient value indicates that there is no statistically significant contribution of office ethics to student satisfaction in the sig. column. There is a p-value or probability value of 0.276 or > 0.05, which means Ho is accepted and Hi is rejected. This indicates that statistically, the office ethics variable does not provide a significant contribution to student satisfaction.

2. Implementation of Excellent Service Attitudes with Student Satisfaction

Excellent service enhances the perception of the institution's professionalism and creates a positive image, but emphasizes interpersonal interactions (Gregory, 2019) and procedures rather than the main elements in the learning process. Based on the data analysis of excellent service attitudes with student satisfaction, the R and R2 values with the R value showing a simple correlation of 0.061 (column "R") which indicates a low level of correlation. Meanwhile, the R2 value (column "R Square") shows how much of the total variance in the student

satisfaction variable can be explained by the excellent service attitude variable. So there is 0.04% that can be explained by getting a small number. In the ANOVA table, the results are proven to be able to predict the student satisfaction variable not significantly well. It can be seen in the Regression row, column sig, which shows the statistical significance of the regression model that was run. There is a p value of 0.242, which is greater than 0.05 and indicates that simultaneously, the regression model statistically predicts the excellent service attitude variable not significantly. In the coefficient, the results are proven to be able to predict the student satisfaction variable not significantly well. The Regression row shows the sig column, which indicates the statistical significance of the regression model. The p-value is 0.242, which is greater than 0.05, indicating that the regression model simultaneously does not statistically significantly predict the excellent service attitude variable.

3. Implementation of Office Ethics and Excellent Service Attitudes with Student Satisfaction

The implementation of office ethics is a crucial foundation for building a professional service atmosphere in educational institutions (Hastuti et al., 2020) . Office ethics encompasses a set of rules that govern individual attitudes and behavior at work, including appearance, use of work time, and how to interact with colleagues and clients. In a school environment, administrative staff who consistently apply office ethics will create a positive impression of the institution and increase student trust in the services provided. Excellent service is an approach to service that emphasizes customer satisfaction through three customer care principles: Attitude (appropriate attitude), Attention (comprehensive attention), and Action (action following up on a conversation). The primary mission of excellent service is to increase customer satisfaction, create a positive image, and strengthen the institution's competitiveness. When school administrative staff integrate office ethics with excellent service attitudes, they are able to provide more optimal service to students (Al Hassani & Wilkins, 2022) .

The application of office ethics and excellent service attitudes with student satisfaction in SMK Se-District Turen when viewed based on the exposure of data processing results through the application SPSS version 22 that both do not have a significant relationship to the dependent variable, namely student satisfaction with the R and R2 values with the R value showing a simple correlation of 0.079 (column "R") which indicates a low level of correlation. While the R2 value (column "R Square") shows how much of the total variance value in the student satisfaction variable can be explained by the variables of office ethics and excellent service attitudes. So there is 0.06% can be explained by getting a small number. Then the ANOVA table shows that the regression model is a fit model, meaning it is in accordance with the actual data. The results are proven to be unable to predict student satisfaction variables significantly well. Seen in the Regression row, column sig which shows the statistical significance of the regression model being run. There is a p value of 0.315, which is more than 0.05 and indicates that simultaneously, the regression model statistically predicts the variables of office ethics and excellent service attitudes not significantly. And in the Anova table the results are proven to be unable to predict student satisfaction variables significantly well. It can be seen in the Regression row of the sig column which shows the statistical significance of the regression model that was run. There is a p value of 0.315, which is more than 0.05 and shows that simultaneously, the regression model statistically predicts the variables of office ethics and excellent service attitudes not significantly, so it can be concluded that the variables of office ethics (X1) excellent service attitudes (X2) do not have a significant relationship to student satisfaction (Y). This is supported by research (Oh

& Sugianto, 2017) where the variables of reliability and responsiveness have no influence and are not significant to student satisfaction. This is a new finding in the current era to be developed again and can also be researched again because there is a novelty or newness. On the other hand, as stated by (Sulaeman et al., 2025) Administrative services are often considered hygiene factors (factors that, if fulfilled, only prevent dissatisfaction, not produce real satisfaction).

4. Conclusion

Based on the results of the research and discussion that have been described, it can be concluded that: The application of office ethics in SMK Se-Kecamatan Turen is developing well and is categorized as moderate with a mean value of 68.75 and a std deviation of 2,727. The application of excellent service attitudes in SMK Se-Kecamatan Turen is developing well and is categorized as moderate with a mean value of 43.23 and a std deviation of 1,985. The level of student satisfaction in SMK Se-Kecamatan Turen is developing well and is categorized as moderate with a mean value of 25.56 and a std deviation of 1,677. There is no significant influence between the application of office ethics and student satisfaction in SMK Se-Kecamatan Turen. There is no significant influence between the application of excellent service attitudes and student satisfaction in SMK Se-Kecamatan Turen. There is no significant influence between the application of office ethics and student satisfaction in SMK Se-Kecamatan Turen.

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