

The Relationship Between Etiquette and Quality of Service of School Administrative Staff with Student Satisfaction at State Vocational High Schools in Tuban Regency

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Abstract

The objectives of this research are: (1) To analyze the service etiquette of school administrative staff at Vocational High Schools in Tuban Regency; (2) To analyze the quality of school administrative staff services based on the 3A concept (attitude, attention, action) at Vocational High Schools in Tuban Regency; (3) To analyze the satisfaction level of Vocational High Schools students in Tuban Regency; (4) To analyze the relationship between school administrative staff service etiquette and student satisfaction at Vocational High Schools in Tuban Regency; (5) To analyze the relationship between the quality of school administrative staff services and student satisfaction at Vocational High Schools in Tuban Regency; (6) To analyze the relationship between school administrative staff service etiquette and quality with student satisfaction at Vocational High Schools in Tuban Regency. This research uses a quantitative approach with a descriptive correlational type. The population in this study consists of Vocational High Schools students in Tuban Regency, with a total population of 11,490. The sample was selected using proportional random sampling and consisted of 400 students. Data collection was done using questionnaires. Data analysis used descriptive correlation analysis with Pearson product moment correlation, tested using IBM Statistics 22. The results of this research show: (1) The level of school administrative staff service etiquette falls within the good category; (2) The quality of school administrative staff services falls within the good category; (3) The level of student satisfaction falls within the good category; (4) There is a positive and significant relationship between school administrative staff service etiquette and student satisfaction at Vocational High Schools in Tuban Regency; (5) There is a positive and significant relationship between the quality of school administrative staff services and student satisfaction at Vocational High Schools in Tuban Regency; (6) There is a positive and significant relationship between school administrative staff service etiquette and quality with student satisfaction at Vocational High Schools in Tuban Regency.

Keywords: etiquette; quality; students satisfaction

1. Introduction

In today's competitive world of education, education plays a crucial role in the progress of a nation. To achieve this, it requires human resources with good capabilities to nurture all potential maximally through a series of educational processes, as instructed in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 on the Sistem Pendidikan Nasional Pasal 3, which explains that national education is responsible for developing capabilities and moral character simultaneously with the civilization of a noble nation in order to enlighten the life of the nation. This aims to shape the skills or potential of each student so that they become individuals with faith and piety towards Allah the Almighty, virtuous, healthy, educated, skilled, innovative, independent, and thus become a democratic and responsible society. As time progresses, people are increasingly recognizing the importance of education, leading to a growing demand for the best education for their children from an early age. This societal need has made educational institutions or schools continually improve their performance, including through the enhancement of service quality. Service quality is an effort made by schools to meet the

satisfaction of their customers, including student satisfaction. This is in line with Yulista's (2015) view that as service providers, schools offer educational services to students as educational customers.

The quality of service can be known by comparing the needs and expectations of students during their time at school. If schools consistently provide high-quality services, it is expected to create a positive image for the institution among the public. To achieve high-quality services, schools require administrative staff with good skills and competencies to provide satisfaction to educational customers, particularly in this context, student satisfaction. For every educational institution or school, whether public or private, service activities are a crucial aspect, as service is a tangible representation that can be seen and felt by the public as educational service users. Therefore, if the services provided are of high quality, the school will always be chosen and sought after by many users. Conversely, if the services provided are suboptimal, it will also reduce public trust in the school. For the implementation of services at schools to be of high quality, it is not separate from the involvement of high-quality human resources. Educational staff, in this case, play a very important role in supporting high-quality services. Based on the Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 Tahun 2008 on the Standar Tenaga Administrasi Sekolah/Madrasah, school administrative staff include the head of administrative staff, school administrative staff, and special service staff. Each school must meet the applicable standards to create good services. One of the most important factors in supporting school service quality is the etiquette possessed by school administrative staff.

Etiquette according to hariadi (2006) is identified with manners and etiquette in behavior and language interaction, used in social interactions. Therefore, etiquette refers to a collection of unwritten social norms, but important for everyone to know to be considered polite in interpersonal relationships. However, if there is no one else or no witness, then etiquette does not apply and is relatively more concerned with external appearance than inner nature. Etiquette or manners are not a lesson to be learned as knowledge, but a habit that can be practiced by everyone. The key to applying etiquette is to show a full sense of politeness, respect for the presence of others, and compliance with the social norms of the environment or culture where we are. This is also relevant in the context of school administrative services that require etiquette. Etiquette is very functional in enhancing the productivity of school administrative staff, which can prevent them from disobeying rules, and it can also be used to please customers, that is, students, so that administrative staff can serve customers with full politeness, hospitality, and empathy. Etiquette teaches administrative staff to behave well toward their superiors, colleagues, and customers. To gain the trust of customers, it is absolutely necessary to practice etiquette, (kasmir, 2017).

Service activities are one of the activities aimed at achieving the organization's mission and goals. Service here does not only involve providing assistance related to student interests, but also considers service aspects, whether the service provided meets the desires and expectations of students. This makes schools strive to provide optimal and high-quality service with effective and efficient value according to student needs. All school administrative staff, both in front of and behind the office, must carry out and provide high-quality service to both internal and external customers. The quality of school administrative service can be proven through competence and skills, behavior, performance, concern, action, or response, and organized commitment. However, can the service activities of school administrative staff

achieve student satisfaction if found from three service concepts: attitude, attention, and action.

According to Puspitarini (2019), education has become a competition for society, especially at the primary education level. Primary education is the foundation for secondary education, consisting of a six-year program at Elementary School (SD) or Madrasah Ibtidaiyah (MI) and a three-year program at Junior High School (SMP) or Madrasah Tsanawiyah (MTs) and similar forms. This creates a drive for every parent to enroll their child in a school with a reputation for being a top-performing school with excellent educational quality. At the same time, both public and private schools, regardless of their status, are competing to show that they are high-quality schools, especially in terms of their services. Therefore, customer satisfaction with a school can be said to be very important for an institution to be reliable in the midst of global competition (Sartika et al., 2023). Vocational education, according to Setiawati and Sudira (2015), is part of the national education system aimed at preparing students to work in a specific field. Vocational secondary schools (SMK) are a form of vocational education at the secondary level. Secondary education that prepares students primarily for work in a specific field. The core emphasis of SMK's goals is to produce graduates who are able to work according to the level of competence they have acquired and are able to adapt to the work environment and develop themselves professionally. Therefore, the role of school administrative staff services at SMK is highly needed to meet the satisfaction of SMK students.

The School Administrative Staff Service at Vocational Schools, aside from handling school admissions, is also responsible for overseeing the practical training of students who will conduct fieldwork practices. Therefore, the service of school administrative staff here is very important to be considered, starting from their etiquette and quality. According to Leona et al. (2021), there are still many social stigmas circulating that school administrative staff have an unfriendly nature and have not met customer satisfaction targets. Based on interviews with Vocational High School in Tuban Regency students, many school administrative staff serve students in a way that is less considerate of local etiquette and makes students feel unhappy with the service provided. Therefore, the researcher is interested in conducting research at Vocational High School in Tuban Regency to prove this. Seeing this, it can be concluded that etiquette and the quality of a school administrative staff service are very important to be considered so that they can meet student satisfaction. The indicators of etiquette and quality of a service are located in customer satisfaction. Satisfaction and dissatisfaction of students related to their feelings towards a performance (service) that is felt between their previous expectations and the performance (result) that is felt. Students will feel dissatisfied if the result does not match their expectations. In this case, the researcher takes Vocational High School in Tuban Regency because only a few school administrative services have been able to meet student satisfaction, but for other districts, it is unclear whether this is the case. Therefore, the researcher is interested in investigating the relationship between etiquette and the quality of school administrative services and student satisfaction.

2. Method

This study uses a quantitative approach with a correlational research design. Sugiyono (2020) explains that the correlation method is a research that aims to find a relationship between two or more variables. This study has independent variables (X1) such as school administrative staff etiquette and (X2) school administrative staff quality, and dependent variable (Y) such as student satisfaction. The location of this study is Vocational High School in

Tuban Regency, East Java. The population in this study is Vocational High School in Tuban Regency students with a total of 11,490 students. Based on the Slovin formula, the population size $N = 11,490$ students, and a sample size of $N = 400$ students was obtained. To determine the sample size, proportional random sampling was used to ensure that each sample from the population was taken in proportion and evenly distributed according to the population size. The type of data used in this study is ordinal data (Likert scale). The data collection tool used in this study is a questionnaire or survey that has been designed based on the Likert scale measurement concept with four answer options. The data assumption test in this study uses normality and linearity tests. Data analysis in this study uses descriptive analysis and Pearson product moment correlation techniques. The testing of this study uses IBM Statistics 22. Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other things related to the way of research that can be written in sub-subchapters, with sub-subheadings

3. Results and Discussion

3.1 Result

3.1.1 Descriptive Variable Ettiquete for School Administrative Staff Service (X1)

Based on the data analysis results, the descriptive data of variable X1 can be seen as follows.

Table 1. Results of the Descriptive Analysis of the Variable Ettiquete for School Administrative Staff Service (X1)

No	Interval Class	Qualification	Frequence (F)	Presentase (%)	Mean
1	17 - 29	Very Low	0	0%	
2	30 - 42	Low	30	8%	
3	43 - 55	Good	246	62%	52.98
4	56 - 68	Very Good	124	31%	
Total			400	100%	

As seen in Table 1, within the interval of 17-29, no respondents (0%) were found, within the interval of 30-42, 30 respondents (8%) were found, within the interval of 43-55, 246 respondents (62%) were found, and within the interval of 56-68, 124 respondents (31%) were found. The mean value or average of variable X1 was obtained as 52.98, and it falls within the interval of 43-55, indicating that the overall result of variable X1 falls within the category of good.

3.1.2 Descriptive Variable Quality for School Administrative Staff Service (X2)

Based on the data analysis results, the descriptive data of variable X1 can be seen as follows.

Table 2. Results of the Descriptive Analysis of the Variable Quality for School Administrative Staff Service (X2)

No	Interval Class	Qualification	Frequence (F)	Presentase (%)	Mean
1	25 - 43	Very Low	0	0%	
2	44 - 62	Low	16	4%	
3	63 - 81	Good	227	57%	79,81
4	82 - 100	Very Good	157	39%	
Total			400	100%	

As seen in Table 2, within the interval of 25-43, no respondents (0%) were found, within the interval of 44-62, 16 respondents (4%) were found, within the interval of 63-81, 227 respondents (57%) were found, and within the interval of 82-100, 157 respondents (39%) were found. The mean value or average of variable X2 was obtained as 79,81, and it falls within the interval of 63-81, indicating that the overall result of variable X2 falls within the category of good.

3.1.3 Descriptive Variable of Student Satisfaction (Y)

Based on the data analysis results, the descriptive data of variable X1 can be seen as follows.

Table 3 Results of the Descriptive Analysis of the Variable

No	Interval Class	Qualification	Frequence (F)	Presentase (%)	Mean
1	10 - 17	Very Low	0	0%	
2	18 - 25	Low	50	13%	
3	26 - 33	Good	195	49%	31,60
4	34 - 41	Very Good	155	39%	
Total			400	100%	

As seen in Table 3, within the interval of 10-17, no respondents (0%) were found, within the interval of 18-25, 50 respondents (13%) were found, within the interval of 26-33, 195 respondents (49%) were found, and within the interval of 34-41, 155 respondents (39%) were found. The mean value or average of variable Y was obtained as 31.60, and it falls within the interval of 26-33, indicating that the overall result of variable Y falls within the category of good.

3.1.4 The Relationship Between Etiquette and Quality of School Administrative Staff Services and Student Satisfaction

The result of the hypothesis test can be seen in Tabel 4 below.

Table 4 The Result of Correlation Product Moment Pearson

		Etiquette	Quality	Etiquette and Quality	Student Satisfaction
Etiquette	Pearson Correlation	1	.536**	.825**	.382**
	Sig. (2-tailed)		.000	.000	.000
	N	400	400	400	400
Quality	Pearson Correlation	.536**	1	.919**	.485**
	Sig. (2-tailed)	.000		.000	.000
	N	400	400	400	400
Etiquette and Quality	Pearson Correlation	.825**	.919**	1	.503**
	Sig. (2-tailed)	.000	.000		.000
	N	400	400	400	400
Student Satisfaction	Pearson Correlation	.382**	.485**	.503**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	400	400	400	400

Based on Table 4, the results of the hypothesis test show a significance value (2-tailed) of $0.000 < 0.05$, so the hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a positive relationship between office etiquette (X1) and student satisfaction (Y). Meanwhile, the Pearson correlation value is 0.382, indicating a positive relationship, where the higher the office etiquette, the higher the student satisfaction, with a coefficient of 0.382, which is relatively low. For variable X2, the results of the hypothesis test show a significance value (2-tailed) of $0.000 < 0.05$, so the hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a positive relationship between the quality of school administrative staff services (X2) and student satisfaction (Y). Meanwhile, the Pearson correlation value is 0.485, indicating a positive relationship, where the higher the quality of school administrative staff services, the higher the student satisfaction, with a coefficient of 0.485, which is moderate.

The relationship between variables X1 and X2 with variable Y, as shown in the hypothesis test results, has a significance value (2-tailed) of $0.000 < 0.05$, so the hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a positive relationship between office etiquette (X1) and the quality of school administrative staff services (X2) with student satisfaction (Y). Meanwhile, the Pearson correlation value is 0.503, indicating a positive relationship, where the higher the office etiquette and the quality of school administrative staff services, the higher the student satisfaction, with a coefficient of 0.503, which is moderate.

3.2 Discussion

Etiquette School Administrative Staff Service

Based on the research results and data processing, it was found that the school administrative staff service etiquette at SMK Negeri Se-Kabupaten Tuban was categorized as good. This can be attributed to the school administrative staff already applying etiquette in their service to students. According to Zulkarnain and Sumarsono (2018), school administrative staff etiquette includes greeting etiquette, acquaintance etiquette, handshaking etiquette, speaking etiquette, and sitting etiquette. Similarly, Tompul et al. (2019) stated that the service etiquette that should be applied by school administrative staff includes: (1) polite speaking etiquette; (2) seating etiquette; (3) dress etiquette; (4) receiving various types of customers. With the presence of school administrative staff service etiquette, it will facilitate school administrative staff in their actions and knowing what is good and what is not good to do towards customers in this study, which are students. According to Kasmir (2017), the benefits of having service etiquette for school administrative staff include: (1) Developing and increasing self-confidence, which can grow through appearance, speaking, and behavior, high self-confidence is necessary to motivate school administrative staff/employees to improve services that meet customer expectations or school expectations; (2) By applying service etiquette, there will be a sense of respect and appreciation from both students and school; (3) School administrative staff will be respected and liked because they have good etiquette, so both customers (students) and school administrative staff themselves have the same feelings when interacting in service.

Quality of School Administration Staff Service

Based on the research results and data processing conducted by the researcher, it can be concluded that the quality of service provided by the school administrative staff of SMK Negeri Se-Kabupaten Tuban is good or can be categorized as good. This result is relevant to Zulkarnain and Sumarsono (2018) regarding the main tasks of school administrative staff related to organizational activities, which include ensuring the smooth operation of all school activities, from operational school activities to organizational development activities to achieve school goals. School administrative staff have a main function in the service sector, where their presence significantly affects the success of school activities. To create high-quality services, it is also necessary to have good teamwork among school administrative staff members, so that there is no division and no miscommunication between school administrative staff members and school stakeholders. According to Kasmir (2017), several important factors in maintaining the quality of school administrative staff services include: (1) Attitude, which includes having a suitable appearance, being positive-minded, and not being allowed to have negative thoughts about students; and (2) Attention, which focuses on school administrative staff observing the types of students, understanding what students complain about and need, and listening to their complaints or problems.

This is relevant to Zulkarnain and Sumarsono (2018), who state that the attention required of school administrative staff includes being able to listen well to students' problems and needs, being able to adjust the service form to each student, and being able to predict students' needs to provide satisfaction to students regarding the services provided by school administrative staff. The last sub-variable is action, which, according to Zulkarnain and

Sumarsono (2018), includes factors such as the speed of service, having accuracy or timeliness in providing service, and providing accessible information that is easy to understand and use by students. Factors that influence the accuracy of service and accessible information include having adequate facilities or infrastructure that can support activities related to school administrative staff.

Student Satisfaction

Based on the research results and data processing conducted by the researcher, it can be concluded that student satisfaction at SMK Negeri Se-Kabupaten Tuban can be categorized as good or that students are already satisfied with the school administrative staff services, both in terms of etiquette and quality. Kasmir (2017) states that factors that can influence student satisfaction regarding school administrative staff include the quality of service and school facilities that support it. Tjiptono (2016) explains that when measuring student satisfaction, it is necessary to do the best in all aspects. The level of satisfaction measured in this study focuses on the etiquette and quality of school administrative staff services, including greeting etiquette, acquaintance etiquette, handshaking etiquette, speaking etiquette, sitting etiquette, prompt service, accurate information, and follow-up on complaints. Meanwhile, the quality of school administrative staff services includes attitude, action, and attention. Based on the results of the descriptive analysis calculation that has been done, it can be concluded that students at Vocational High School in Tuban Regency are already satisfied, so the school also needs a strategy to maintain student satisfaction by increasing and maintaining what is already good in the etiquette and quality of school administrative staff services.

The Relationship Between Etiquette and Quality of School Administrative Staff Services and Student Satisfaction

Based on the research results, it can be concluded that the relationship between etiquette and the quality of school administrative staff services at SMK Negeri Se-Kabupaten Tuban reveals a positive and significant correlation. The higher the quality of service provided, the higher the student satisfaction. In essence, there are three key aspects that are embedded in the implementation of service activities, namely: the approach of attitude as a form of attention towards customers, which is an effort to provide the best service; having a main goal to provide satisfaction based on service standards; providing service that can be achieved well without being separated from the attitude, ability, and knowledge of a school administrative staff member (Nizar & Soleh, 2017).

Student satisfaction is a level of feeling that arises after comparing the performance or service received with their expectations. In the context of education, if related to the school scope, the aspect of service is an important factor in the success of a school. This can be proven if students feel satisfied with the performance or service provided, it means that their needs are met well and the results are also good. Zulkarnain and Sumarsono (2018) explain that there are certain requirements for school administrative staff to fulfill in their tasks or roles, including: (1) showing and applying polite, friendly, and professional behavior, with a neat and appropriate appearance; (2) showing and applying wise and meticulous behavior when making decisions and taking actions; (3) knowing what is needed when speaking with guests or customers; (4) understanding and comprehending the organizational structure; (5) being able to and willing to learn international languages. In terms of service, of course, each student

experiences something different, but school administrative staff are required to treat all students equally and not discriminate between them in school.

4. Conclusion

The School Administrative Staff Service Etiquette (TAS) of Vocational high School Tuban Regency has a qualification of "Good", which is proven by the descriptive analysis results that fall within the good category. The Quality of School Administrative Staff Service (TAS) of Vocational high School Tuban Regency has a qualification of "Good", which is proven by the descriptive analysis results that fall within the good category. The Student Satisfaction of Vocational high School Tuban Regency has a qualification of "Good", which is proven by the descriptive analysis results that fall within the good category. There is a positive and significant correlation between the Etiket and Quality of School Administrative Staff Service (TAS) of Vocational high School Tuban Regency based on the correlation calculation results. This can be concluded that if the etiquette and quality of school administrative staff service are improved, student satisfaction at Vocational high School Tuban Regency will also increase. Conclusions can be generalizing findings according to research problems, can also be in the form of recommendations for next steps.

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