



Performance Analysis of Administrative Staff at the Faculty of Social and Political Sciences Universitas Negeri Yogyakarta Using the Customer Satisfaction Index and Importance Performance Analysis

Perdaning Widyanti^{1*}, Aprilianti Wulandari², Triyanto³, Alnico Imam Nugroho⁴, Shahzeb⁵.

¹²³ Faculty of Social and Political Sciences, Universitas Negeri Yogyakarta.

Colombo Street, Karang Malang, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

⁴ Graduate School, Universitas Negeri Yogyakarta

Colombo Street, Karang Malang, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

⁵ Shah Abdul Latif University, Khairpur, Pakistan.

* Corresponding Author. Email: perdaningwidyanti@uny.ac.id

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ABSTRACT

Penelitian ini bertujuan menganalisis kinerja tenaga kependidikan di Fakultas Ilmu Sosial dan Ilmu Politik (FISIP) Universitas Negeri Yogyakarta (UNY) dengan menggunakan metode *Customer Satisfaction Index* (CSI) dan *Importance Performance Analysis* (IPA). Data diperoleh melalui kuesioner yang melibatkan 391 mahasiswa dari berbagai program studi. Hasil analisis CSI menunjukkan tingkat kepuasan sebesar 75,46% yang termasuk dalam kategori puas. Analisis IPA mengidentifikasi indikator layanan yang perlu menjadi prioritas perbaikan, terutama pada fasilitas pendukung dan akses koleksi perpustakaan. Secara umum, kinerja tenaga kependidikan dinilai baik namun masih perlu peningkatan pada aspek-aspek tertentu agar sesuai dengan harapan mahasiswa.

This study aims to analyse the performance of educational staff at Faculty of Social Science and Politics (FISIP) Universitas Negeri Yogyakarta (UNY) using the Customer Satisfaction Index (CSI) and Importance Performance Analysis (IPA) methods. Data were gathered through questionnaires involving 391 students from various study programs. The CSI results indicate a satisfaction level of 75.46%, which is categorized as satisfied. The IPA analysis identified service indicators that need to be prioritised for improvement, particularly in terms of supporting facilities and access to library collections. Overall, the performance of educational staff is considered good but still requires improvement in certain aspects to align with student expectations.



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INTRODUCTION

The quality of higher education in Indonesia has shown gradual improvement; however, several indicators suggest that it still lags behind some countries in the region, including Malaysia. This condition is reflected in the Center for World University Rankings 2025, where the Universitas Indonesia ranked 206th globally with a score of 45.7, while Universitas Gadjah Mada ranked 239th with a score of 41.8. In the field of education, Universitas Negeri Yogyakarta was placed within the 251–300 range, making it the highest-ranked teacher education university in Indonesia. Nevertheless, in the overall Center for World University Rankings 2025, UNY was positioned within the 1201–1400 global ranking band. These results indicate the need for continuous quality improvement efforts to maintain and enhance institutional performance, while supporting UNY's vision of becoming a world-class university that is excellent, creative, innovative, and sustainably developed.

The performance of administrative staff represents a critical component of service quality improvement in higher education institutions (Aithal & Maiya, 2024). Administrative staff are responsible for supporting academic operations, facilitating administrative processes, and delivering various student services. Prior research has demonstrated that student satisfaction is shaped not only by academic factors but also by the quality and effectiveness of non-academic services (Oliso et al., 2024). Consequently, enhancing the performance of administrative staff is essential for improving institutional service quality, fostering positive student experiences, and strengthening organizational competitiveness (Alfarisi, 2019). Despite their strategic role, administrative staff are often overlooked compared to academic personnel. Nevertheless, their performance substantially influences operational efficiency and the achievement of institutional objectives. While information technology has facilitated many administrative functions, administrative staff continue to play a vital role in managing service-related decisions that require professional judgment and interpersonal interaction (Górak-Sosnowska & Piwowski-Sulej, 2023). Consequently, the systematic assessment of administrative staff performance is essential for identifying service strengths and weaknesses, providing evidence for continuous improvement initiatives, and enhancing the overall quality of higher education services.

One widely used approach for evaluating service quality is the Importance Performance Analysis (IPA) method. IPA has been extensively applied across various sectors to assess service quality and organizational performance, including tourism (Djeri et al., 2018), banking services (Joseph et al., 2005), healthcare services (Cohen et al., 2016), and business management. Within higher education, IPA has also been employed to evaluate institutional service quality, as demonstrated in studies by Silva dan Fernandes (2011) and Ghazi et al (2019). The application of IPA enables institutions to obtain a comprehensive understanding of service conditions and identify strategic priorities for quality improvement (Alkalash & Alkalash, 2024). Research examining service quality based on students' perceptions of service performance can provide valuable insights into the effectiveness of administrative staff and inform evidence-based recommendations for service enhancement. The need to evaluate administrative staff performance is particularly relevant for Universitas Negeri Yogyakarta (UNY), given its aspiration to strengthen its competitiveness in the global higher education landscape. As an institution committed to becoming a world-class educational university, UNY is expected not only to achieve academic excellence but also to deliver high-quality administrative and non-academic services that directly influence students' experiences. Previous studies have reported that the quality of services provided by administrative staff significantly affects student satisfaction, both directly and indirectly through overall service quality (Cahyani & Trihantoyo, 2020; Wibawa et al., 2024). Furthermore, Rizos et al (2022) identified substantial gaps between students' expectations and perceptions of administrative services across all dimensions of service quality, highlighting the necessity of systematic improvement initiatives. Consequently, data-driven and user-centered evaluations are essential for ensuring that service quality enhancement efforts are effectively targeted, sustainable, and aligned with institutional development goals (Alvarez-Sánchez et al., 2023).

A review of previous studies reveals two substantive gaps that justify the present research. First, most evaluations of administrative staff performance have relied primarily on internal employee assessments or managerial perspectives, with limited attention given to students as the

direct users of administrative services. Rizos et al. (2022) reported significant gaps between students' expectations and perceptions across all dimensions of administrative service quality, while Avenali et al., (2024) argued that the contribution of non-academic staff to institutional performance is often inadequately assessed. These findings suggest the need for a stronger user-centered approach to service evaluation. Second, existing studies tend to assess satisfaction, service quality, or staff performance separately, without integrating satisfaction measurement, priority mapping, and expectation–performance gap analysis within a single analytical framework. Alkalash dan Alkalash (2024) and Alvarez-Sández et al (2023) emphasized that a comprehensive understanding of service quality and the formulation of effective improvement strategies require systematic and multidimensional evaluation approaches. Addressing these gaps, the present study evaluates the performance of administrative staff at Universitas Negeri Yogyakarta (UNY) using an integrated Customer Satisfaction Index (CSI) and Importance Performance Analysis (IPA) framework. By combining overall satisfaction measurement with service-priority mapping, this study aims to provide evidence-based recommendations for improving administrative service quality and supporting continuous institutional development in higher education.

LITERATURE REVIEW

1. Staff Performance

Employee performance is a highly important aspect for organizations and institutions in achieving their collective goals (Pahlawati et al., 2021). Employee performance can be optimized when organizations provide adequate compensation, training and competency development programs, a conducive work environment, and fair treatment. Appropriate job placement based on expertise, career planning support, and managerial feedback also contribute to improving employee performance. Furthermore, according to Umar dan Norawati (2022) employee performance can be understood as both a process and an outcome of individual work efforts measured against specific criteria and achieved through various stages. These efforts are essentially aimed at enhancing employee performance. Therefore, performance is a crucial element that determines the progress or decline of an organization or institution. It also reflects how an organization operates, whether it is moving in the right direction or experiencing stagnation. Meanwhile, Novriansya et al (2022), defined employee performance as the work outcomes achieved in fulfilling organizational or institutional objectives, both in terms of quality and quantity, through the execution of tasks in accordance with assigned responsibilities.

Within the context of higher education institutions, the concept of employee performance specifically refers to the performance of administrative staff, who are responsible for carrying out administrative functions and providing non-academic services. Wibawa et al (2024) found that the performance of administrative staff significantly influences student satisfaction, both directly and indirectly through the mediation of service quality. This finding is consistent with the study by Cahyani dan Trihantoyo (2020) which demonstrated that academic administrative services provided by administrative staff make a substantial contribution to student satisfaction in public universities. Therefore, the systematic evaluation of administrative staff performance is not merely an internal control mechanism but also a strategic instrument for enhancing students' overall learning experience.

Research on administrative staff performance in Indonesia has been conducted using various approaches. Fadlan (2016) examined the performance of administrative staff at IAIN Purwokerto using a quantitative approach involving observation, questionnaires, interviews, and documentation methods. The results indicated that administrative staff performance was generally good, particularly in terms of teamwork, which positively affected individual performance. Similarly, Setiawan (2017) conducted a study at a higher education institution using a survey method and found that performance in terms of quantity, effectiveness, and independence was satisfactory, although quality and timeliness still required improvement. At the public university level, Sunarya (2022) investigated the performance of administrative staff at Universitas Negeri Semarang using a qualitative approach and found that performance in terms of work achievement, expertise, behavior, leadership, capability, and motivation was generally good, despite several areas requiring further enhancement.

From the perspective of assessment instrument development, Debora (2018) proposed a performance appraisal questionnaire for administrative staff in private universities using a Research and Development (R&D) approach based on 360-degree feedback. The study produced an instrument that could be utilized as a monitoring and evaluation system, although it identified potential challenges related to subjective assessments among employees. Furthermore, ditemukan kendala berupa potensi penilaian subjektif antarpegawai. Lebih lanjut, Kuncoro et al (2020) developed a web-based performance evaluation system for academic and administrative personnel at STEKOM Semarang, which proved effective and efficient in facilitating performance monitoring. In contrast to these internally oriented approaches, the present study positions students as the primary evaluators of administrative staff performance, thereby grounding the evaluation in the actual experiences of service users.

2. Pengukuran Kinerja Menggunakan CSI

The Customer Satisfaction Index (CSI) is an index used to assess the level of customer satisfaction based on a set of specific service attributes. This method integrates the importance weights and satisfaction scores of individual attributes into a single index value that reflects the overall satisfaction of service users. To calculate the CSI value, several steps are performed as follows (Pahlawati et al., 2021):

- 1) Calculating the Mean Importance Score (MIS) for each questionnaire item.
- 2) Determining the Weight Factor (WF) for each item, which represents the proportion of the item's MIS relative to the total MIS of all items.
- 3) Calculating the Mean Satisfaction Score (MSS) for each item.
- 4) Determining the Weight Score (WS) by multiplying the WF and MSS of each item.
- 5) Calculating the Customer Satisfaction Index (CSI) using the prescribed formula, where HS represents the Highest Scale (the maximum scale used in the measurement instrument).

The CSI method has been widely applied in assessing service satisfaction in higher education institutions. Ghazi et al (2019) employed CSI to evaluate service performance in a higher education institution and obtained a CSI value of 75.42%, which was categorized as “satisfied.” Similarly, Sembiring et al (2023) applied a combination of CSI and Importance–Performance Analysis (IPA) to analyze student satisfaction with distance learning services and found a CSI value of 72.61%, which also fell within the satisfied category. However, several service attributes were identified as requiring improvement

$$CSI = \frac{\sum_{k=1}^p WS_k}{HS} \times 100\%$$

Figure 1. Customer Satisfaction Index (CSI) Formula

3. Importance Performance Analysis (IPA)

One of the approaches commonly used to evaluate service quality is Importance–Performance Analysis (IPA). This method was first developed by Martilla dan James (1977) by integrating measurements of importance and performance into a two-dimensional matrix. In the IPA matrix, the importance dimension is represented on the vertical axis, while performance is represented on the horizontal axis. The mean values of both dimensions are used as the intersection point, resulting in four quadrants that serve as the basis for formulating managerial recommendations and improvement priorities.

IPA has been widely applied in evaluating service quality and organizational performance across various sectors, including tourism (Djeri et al., 2018), banking services (Mansouri Rad & Bagherian, 2023), healthcare services (Cohen et al., 2016) and business management. In higher education, IPA has also been extensively employed to assess service quality, as demonstrated in

studies conducted by Silva and Fernandes (2011) and Ghazi et al (2019). More specifically, Rizos et al (2022) combined IPA and SERVQUAL to evaluate the quality of administrative services in five higher education institutions in Greece and found that students' expectations were not met across all service quality dimensions, indicating the need for systematic institutional improvements. Furthermore, Alvarez-Sánchez et al (2023) through a scoping review, emphasized that the systematic measurement of administrative process efficiency is a prerequisite for ensuring that quality improvement interventions are targeted effectively and sustained over time.

Each quadrant of the IPA matrix represents a different managerial strategy, as illustrated in Figure 2. Quadrant I ("Concentrate Here") represents service attributes that are highly important but exhibit relatively low performance, thereby requiring immediate managerial attention. Quadrant II ("Keep Up the Good Work") contains attributes that are both important and well performed and should therefore be maintained. Quadrant III ("Low Priority") consists of attributes with relatively low importance and low performance, making them less critical for improvement efforts. Finally, Quadrant IV ("Possible Overkill") indicates attributes that receive excessive resource allocation despite being perceived as less important, suggesting that resources could be reallocated to higher-priority areas. The combined use of CSI and IPA provides a comprehensive evaluation framework for assessing service quality. While CSI measures overall user satisfaction, IPA identifies specific service attributes that require improvement or maintenance. Together, these methods offer valuable insights into current service conditions and support the development of evidence-based strategies for improving service quality within higher education institutions (Alkalash & Alkalash, 2024).

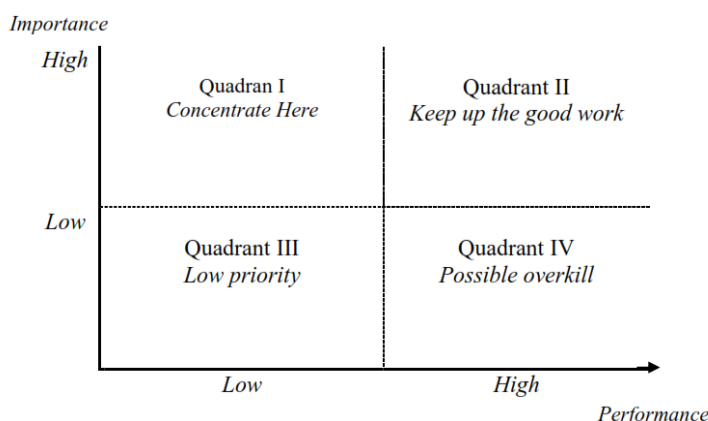


Figure 2. Importance Performance Analysis Grid

METHOD

This study employed a quantitative research design using primary data collected through a questionnaire survey. The research instrument was adapted from the questionnaire developed by Silva dan Fernandes (2011). The questionnaire focused on six of the eight service quality attributes used in the original study, namely general quality, library quality, laboratory quality, academic service quality, social service quality, and external relationship quality. Each attribute was operationalized into a set of items designed to assess respondents' perceptions regarding both the importance and performance of the services provided.

The sample was selected using a convenience sampling technique, whereby respondents were recruited based on accessibility and willingness to participate. To ensure adequate representation, respondents were required to meet the following inclusion criteria: (1) being active students of the Faculty of Social and Political Sciences, Universitas Negeri Yogyakarta (UNY), and (2) having used administrative staff services for at least one semester. A sample minimum of 370 respondents was determined using Slovin's formula with a 5% margin of error based on a population of 4,902 students.

The questionnaire consisted of two sections. The first section collected respondents' demographic information. The second section measured students' perceptions of the importance and performance of the assessed service attributes, as well as their satisfaction with those attributes. A five-point Likert scale was employed to measure respondents' perceptions of importance and agreement regarding non-academic services (Silva & Fernandes, 2011). The instrument covered five dimensions: (1) general quality, including modern facilities, cleanliness, sports facilities, cultural activities, and student organizations; (2) library quality, including accessibility, service speed, staff friendliness, and problem resolution; (3) computer laboratory quality, including facility availability, access outside class hours, and computer training opportunities; (4) social service quality, including financial assistance, health services, accommodation, cafeteria services, information services, security, problem resolution, administrative procedures, and staff friendliness; and (5) academic service quality, including procedural convenience, clarity of information, service responsiveness, problem-solving capability, service security, and staff friendliness.

Content validity was initially established through expert judgment involving two evaluators: a research methodology expert and an administrative staff member from the Faculty of Social and Political Sciences, Universitas Negeri Yogyakarta. Empirical validity was subsequently examined using the Pearson Product-Moment correlation technique by correlating each item score with the total variable score. The pilot test was conducted with 30 respondents. The results indicated that all 42 items met the validity criteria, with calculated correlation coefficients exceeding the critical value of 0.361 at the 0.05 significance level.

Reliability testing was then conducted to assess the internal consistency of the instrument using Cronbach's alpha coefficient. Based on calculations performed using SPSS version 24, the instrument achieved a Cronbach's alpha value of 0.987. Since this value exceeded the commonly accepted threshold of 0.70, the instrument was considered highly reliable and suitable for subsequent data collection.

The questionnaire items were adapted from the HEDPERF (Higher Education Performance) service quality measurement model developed by Abdullah (2006). Collected data were analyzed in several stages. First, respondents' satisfaction levels were quantified using the Customer Satisfaction Index (CSI) (Dudziak et al., 2022). Second, Importance-Performance Analysis (IPA) was conducted, including quadrant analysis and gap analysis. Quadrant analysis was used to map each service attribute according to its importance (expectation) and performance ratings, whereas gap analysis was employed to identify discrepancies between students' expectations and perceived performance. To complement the IPA results, paired-samples t-tests were conducted to examine the statistical significance of differences between expectation and performance scores for each measured service attribute.

RESULT AND DISCUSSION

Result

Respondent Characteristics

Respondent characteristics are presented to provide an overview of the demographic profile of students who participated in this study. Demographic information is important because it helps contextualize the research findings and assess the representativeness of the sample with respect to the target population. In this study, respondent characteristics included study program, semester level, and other demographic variables relevant to the research objectives.

The distribution of respondents based on demographic characteristics indicates that participants were drawn from a variety of study programs, reflecting the diversity of students within the Faculty of Social and Political Sciences, Universitas Negeri Yogyakarta. Detailed demographic information is presented in Table 1.

Table 1. Demographic Characteristics of Respondents

Study Program	n	(%)
Bachelor's Program in Public Administration	58	14.83
Bachelor's Program in Communication Science	59	15.09
Bachelor's Program in Tourism Studies	14	3.58
Bachelor's Program in Political Science	4	1.02
Bachelor's Program in History	35	8.95
Bachelor's Program in Social Studies Education	34	8.70
Bachelor's Program in Geography Education	41	10.49
Bachelor's Program in History Education	40	10.23
Bachelor's Program in Sociology Education	34	8.70
Bachelor's Program in Civic and Pancasila Education	37	9.46
Master's Program in Geography Education	6	1.53
Master's Program in Social Studies Education	7	1.79
Master's Program in History Education	7	1.79
Master's Program in Civic Education	8	2.05
Doctoral Program in Social Studies Education	4	1.02
Doctoral Program in Civic Education	3	0.77
Total	391	100.00

Table 1 shows that the largest proportion of respondents were enrolled in the fourth semester (29.41%), followed by those in the sixth semester (25.32%) and second semester (24.04%). This finding indicates that the respondent distribution was concentrated among students in the early to middle stages of their academic studies. Students in the eighth semester accounted for 13.81% of the sample, while those in the tenth and twelfth semesters represented smaller proportions, comprising 5.37% and 2.05% of respondents, respectively. This distribution suggests that most participants were in the intermediate phase of their academic programs, which is generally consistent with the composition of active student populations in undergraduate programs with an average duration of four years.

Customer Satisfaction Index

Table 2 presents the calculated values of the Mean Importance Score (MIS), Weight Factor (WF), Mean Satisfaction Score (MSS), and Weight Score (WS) for each service attribute

Table 2. CSI Result

P_i	MIS	MSS	WF	WS
P1	4,2	3,64	2,4	8,7
P2	4,2	3,87	2,4	9,2
P3	4,1	3,71	2,3	8,7
P4	4,2	4,06	2,4	9,7
P5	4,2	3,75	2,4	8,9
P6	4,2	3,82	2,4	9,1
P7	4,2	4,09	2,4	9,9
P8	4,2	3,74	2,4	9,0
P9	4,1	3,51	2,3	8,1
P10	4,2	3,71	2,4	8,8
P11	4,1	3,69	2,4	8,7
P12	4,1	3,64	2,4	8,6
P13	4,2	3,81	2,4	9,0
P14	4,2	3,74	2,4	8,9
P15	4,2	3,74	2,4	8,8

P16	4,1	3,60	2,3	8,4
P17	4,1	3,64	2,3	8,5
P18	4,1	3,41	2,3	7,9
P19	4,1	3,51	2,4	8,2
P20	4,1	3,57	2,4	8,4
P21	4,1	3,63	2,4	8,5
P22	4,1	3,69	2,4	8,7
P23	4,2	3,65	2,4	8,6
P24	4,2	3,71	2,4	8,8
P25	4,2	3,76	2,4	8,9
P26	4,3	3,72	2,4	9,0
P27	4,2	3,68	2,4	8,8
P28	4,2	3,65	2,4	8,8
P29	4,2	3,72	2,4	8,9
P30	4,2	3,70	2,4	8,9
P31	4,3	4,09	2,4	10,0
P32	4,3	4,07	2,4	9,9
P33	4,3	4,06	2,4	9,8
P34	4,3	4,04	2,4	9,8
P35	4,3	3,98	2,4	9,6
P36	4,3	3,84	2,4	9,3
P37	4,3	4,00	2,4	9,8
P38	4,2	4,00	2,4	9,6
P39	4,1	3,60	2,3	8,4
P40	4,2	3,80	2,4	9,1
P41	4,2	3,86	2,4	9,2
P42	4,2	3,88	2,4	9,3
	176,1	158,4	100	377,3

Note

P _i	Kepuasan Kinerja Layanan
MIS	Mean Importance Score
MSS	Mean Satisfaction Score
WF	Weight Factors
WS _k	Weight Score

The values of the Mean Importance Score (MIS), Weight Factor (WF), Mean Satisfaction Score (MSS), and Weight Score (WS) are presented in Table 3, with a total Weight Score ($\sum WS$) of 377.3. Since a five-point Likert scale was employed in this study, the Customer Satisfaction Index (CSI) was calculated using the following formula:

$$CSI = \frac{\sum WS}{\text{Maximum Scale} \times \sum WF} \times 100\%$$

Figure 3. Result with CSI Formula

The calculation resulted in a Customer Satisfaction Index (CSI) value of 75.46%, indicating that students were generally satisfied with the administrative services provided. Based on the established CSI interpretation criteria, this value falls within the satisfied category, suggesting that the overall performance of administrative staff met students'

expectations to a considerable extent. However, opportunities for service improvement remain, particularly for attributes that may not yet fully satisfy users' expectations.

Importance Performance Analysis

Importance–Performance Analysis (IPA) is a method used to evaluate service quality by comparing the importance and performance levels of individual service attributes. The method maps service attributes into four quadrants representing different managerial priorities: attributes requiring immediate improvement, attributes that should be maintained, attributes with relatively low priority, and attributes that may receive excessive resource allocation. The primary advantage of IPA lies in its ability to identify specific service attributes that should become the focus of improvement efforts. Consequently, IPA has been widely applied in service quality evaluations across various sectors, including higher education institutions.

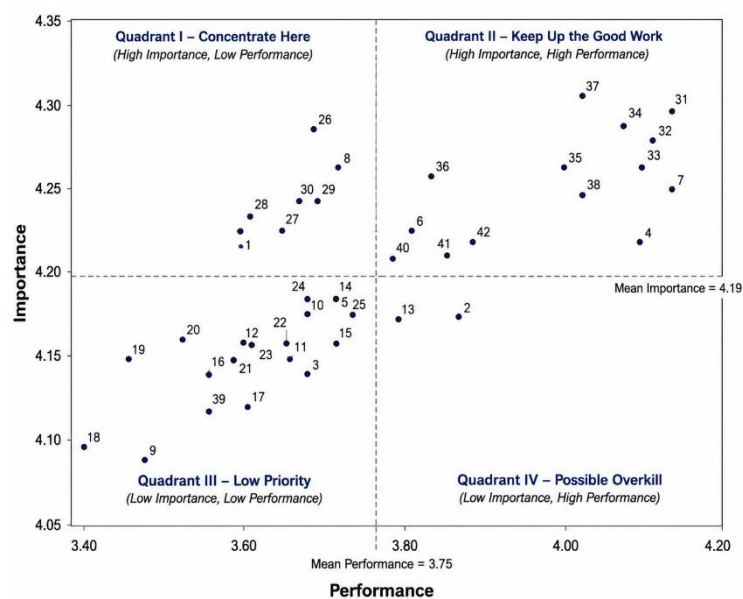


Figure 4. Kartesius Importance Performance Analysis Diagram

a) Quadrant I – Concentrate Here (High Importance, Low Performance)

Attributes in this quadrant are characterized by high levels of importance but relatively low levels of satisfaction. This condition indicates that students place considerable importance on these service attributes; however, the current performance has not met their expectations. Therefore, these attributes require immediate improvement and should receive priority attention from the management of the Faculty of Social and Political Sciences Universitas Negeri Yogyakarta (FISIP UNY).

b) Quadrant II – Keep Up the Good Work (High Importance, High Performance)

This quadrant represents service attributes that successfully meet students' expectations and generate high levels of satisfaction. These attributes can be considered institutional strengths and should be maintained consistently to sustain service quality and student satisfaction.

c) Quadrant III – Low Priority (Low Importance, Low Performance)

Attributes in this quadrant exhibit relatively low levels of both importance and satisfaction. Since students do not perceive these attributes as highly important, they are not considered a priority for immediate service improvement efforts.

d) Quadrant IV – Possible Overkill (Low Importance, High Performance)

This quadrant contains attributes that achieve relatively high levels of satisfaction despite being perceived as less important by students. This pattern suggests the possibility of excessive resource allocation to these attributes compared with other areas that require greater attention.

The IPA mapping results presented in Figure 4 classified 42 service indicators into four quadrants based on the mean importance score ($I = 4.19$) and the mean performance score ($P = 3.75$). Quadrant I (*Concentrate Here*) contained seven indicators (P1, P8, P26, P27, P28, P29, and P30), covering the availability of general supporting facilities, academic facilities, ease of finding books and articles, digital collections, and the comfort of library spaces. Quadrant II (*Keep Up the Good Work*) included twelve indicators (P4, P6, P7, P31–P38, and P42), encompassing student organizations, service-hour reliability, study program accreditation, efficient service procedures, and the friendliness of librarians and laboratory staff. Quadrant III (*Low Priority*) comprised nineteen indicators (P3, P5, P9–P25, and P39) related to administrative services, complaint resolution, service procedures, campus environment, and service standard operating procedures (SOPs). Finally, Quadrant IV (*Possible Overkill*) consisted of four indicators (P2, P13, P40, and P41), indicating attributes with high satisfaction levels despite relatively low importance ratings.

Table 3. Paired sample T-test

Service Dimension	n Item	Mean K	Rata- rata H	Gap (K–H)	t test result	Status Gap
General Facilities and Infrastructure P1–P3, P5, P8, P18, P20	7	3,63	4,14	–0,51	8,836–12,011	Negative*
Administrative Services and Student Organization Services P4, P6–P7, P9–P17, P21–P25	17	3,71	4,16	–0,45	4,211–12,291	Negative*
Library Services P26–P35	10	3,86	4,27	–0,41	7,399–11,872	Negative*
Laboratory Services P36–P42	7	3,86	4,21	–0,36	7,057–11,455	Negative*
Overall (42 item)	42	3,75	4,19	–0,44	4,211–12,887	Negative*

Referring to Table 3, all service attributes (P1–P42) exhibited negative gap values, as indicated by the difference between the mean performance and importance scores ($P - I$). This finding suggests that students' perceptions of the performance of services provided by the FISIP UNY remained below their expectations. Furthermore, the results of the paired-samples t-test revealed that all calculated t-values were negative and statistically significant at the $\alpha = .01$ level. These findings provide strong evidence of significant differences between students' expectations regarding the services offered by the faculty and their actual perceptions after receiving those services.

The consistent occurrence of negative gaps across all service attributes indicates that students' expectations exceeded the performance levels they experienced. Consequently, the results highlight the need for strategic initiatives aimed at improving service quality in order to better align institutional performance with student expectations. Addressing these gaps is essential for enhancing student satisfaction and supporting continuous quality improvement within the FISIP UNY.

Discussion

Students' satisfaction with the services provided by the administrative staff of the Faculty of Social and Political Sciences, Yogyakarta State University (FISIP UNY), was categorised as satisfactory, with a Customer Satisfaction Index (CSI) score of 75.46%. Nevertheless, the results of the paired-samples t-test revealed significant negative gaps ($\alpha = 0.01$) across all 42 indicators, confirming that the overall service performance had not yet fully met students' expectations. This finding is consistent with Expectation Disconfirmation Theory, which posits that satisfaction is achieved when perceived performance meets or exceeds expectations; therefore, negative gaps reflect a discrepancy between students' expectations and the actual service delivered (Hien et al., 2024). Similar findings were reported by Rizos et al (2022) who found that students' expectations were not met across all dimensions of administrative services in higher education. This result is also

consistent with cross-institutional studies demonstrating that perceived service quality scores are consistently lower than expectation scores across all service quality dimensions (Annamdevula & Bellamkonda, 2016). Studies conducted in various countries further reinforce this pattern, indicating that the gap between service expectations and perceptions is a common phenomenon in higher education institutions, regardless of a country's level of development (Borja-Gil et al., 2024; Shen & Forbes, 2025; K. C. Tan & Kek, 2004).

The application of Importance–Performance Analysis (IPA) proved effective in identifying priority attributes that require further attention and improvement. Seven indicators in Quadrant I, primarily related to access to digital collections, ease of locating reference materials, and the comfort of library spaces, were identified as the main priorities for improvement. The low level of satisfaction in these areas may be attributed to the limited quantity and currency of subscribed digital collections, librarians' capacity to support users in searching for online resources, and the uneven distribution of digital literacy skills among students. Zubair et al (2023) found that the collection and access dimension was the most influential factor affecting user satisfaction in academic libraries, while ease of access and system reliability were identified as strong predictors of satisfaction with digital library services. This finding is further supported by Given et al (2022) who demonstrated that investment in library digital infrastructure significantly enhances students' satisfaction and academic engagement, as well as by Potnis et al (2021) who identified librarians' information literacy as an important mediating factor between collection quality and user satisfaction. From a managerial perspective, FISIP UNY should prioritise expanding subscriptions to academic databases, enhancing librarians' competencies in digital reference and information retrieval services, and implementing information literacy programmes for students.

The twelve indicators classified in Quadrant II reflect service strengths that have been performing well, encompassing support for student organisations, adherence to service hours, and staff friendliness. These aspects should be consistently maintained, as they contribute directly to the development of student satisfaction. Ghazi et al (2019) found that service reliability and staff friendliness were among the dominant factors influencing user satisfaction in higher education services. Consistent with this finding, Dugenio-Nadela et al (2023) emphasised that responsiveness and service assurance are key determinants of student satisfaction, exerting a greater influence than other service quality dimensions. This finding is consistent with the argument that the reliability and assurance dimensions within the SERVQUAL framework constitute the primary foundation of perceived service quality in higher education (Akhlaghi et al., 2012; Rizos et al., 2022; Tran et al., 2025).

The nineteen indicators classified in Quadrant III were predominantly related to administrative procedures, complaint handling, and service standard operating procedures (SOPs), all of which exhibited relatively low levels of both expectation and satisfaction. Although these aspects do not constitute an immediate priority for improvement, they should be monitored regularly, as students' expectations may increase in line with evolving quality standards and service demands (Chen et al., 2023). A study conducted at public universities in Africa found that non-transparent service procedures and slow complaint-handling processes constitute latent sources of dissatisfaction that may intensify over time if left unaddressed (Bwachele et al., 2023). Cruz & De La Cruz (2023) also emphasised that a responsive complaint-handling system contributes significantly to students' perceptions of service quality and their long-term loyalty to the institution. Therefore, the establishment of a continuous monitoring and evaluation system constitutes an essential institutional prerequisite that cannot be overlooked (Oseredchuk et al., 2022; Peter et al., 2023).

The four indicators classified in Quadrant IV exhibited satisfaction levels that exceeded students' expectations, indicating a relatively appropriate allocation of institutional resources. SThe

resources currently allocated to these aspects could be gradually redirected towards strengthening the indicators in Quadrant I, as part of a data-driven strategy for improving service quality and optimising resource allocation (Tunggal et al., 2025).

From the perspective of academic service quality, studies employing the HELE and HESQUAL models have demonstrated that service quality significantly influences student satisfaction, which subsequently fosters student loyalty (Litasari, 2024; Supriyanto et al., 2025). Similar results were reported in a study conducted at Jakarta State University, which confirmed the mediating role of student satisfaction in the relationship between service quality and loyalty, thereby reinforcing the strategic importance of service excellence in higher education institutions (Luthfiana et al., 2025). Research conducted in Vietnam highlighted the importance of non-academic services, campus facilities, and industry engagement, as well as the role of university image in strengthening the relationship between student satisfaction and loyalty (Nguyen et al., 2024). Therefore, improvement strategies at FISIP UNY should balance enhancements in technical facilities with the strengthening of administrative staff's interpersonal capabilities, as also recommended by Alvarez-Sández et al (2023) who emphasised the importance of both digital and interpersonal competencies among higher education service personnel.

The empathy and responsiveness of administrative staff also play an important role in shaping student satisfaction. A study conducted at the Islamic University of Indonesia found that empathy was among the indicators with relatively low satisfaction scores, despite the overall level of satisfaction being categorised as satisfactory. This view is reinforced by Sharif dan Lemine (2024) who concluded that students' perceptions of service staff empathy are positively and significantly associated with their intention to recommend the institution to others. Within the same context, Tan et al (2022) asserted that the empathy dimension of SERVQUAL consistently serves as a significant predictor of student satisfaction in public universities, particularly among first-year students.

The active involvement of students through co-creation strategies also represents a relevant alternative for FISIP UNY. Cruz et al (2024) argued that service value is created through active interactions between service providers and users. In the context of higher education, engaging students in providing feedback, participating in the management of institutional activities, or contributing to the design of innovative solutions can strengthen their psychological attachment to the institution and enhance satisfaction in a sustainable manner. Shakir dan Siddiquee (2023) emphasised the importance of the student voice as a foundation for developing institutional strategies that foster a sense of belonging. Bryant (2023) further found that a co-design approach to service development involving both students and institutions significantly enhances the student experience and overall perceptions of service quality.

This study is not without limitations. First, the data were collected solely from students' perceptions and therefore do not reflect the perspectives of academic staff, administrative personnel, or external stakeholders. Second, the study relied predominantly on a quantitative approach; therefore, the integration of qualitative methods, such as in-depth interviews or focus group discussions, is needed to explore non-technical aspects, including organisational culture, motivation, and leadership. Third, this study focused on a single faculty; therefore, the findings should be generalised with caution. Future research is recommended to expand its scope across faculties or between higher education institutions and to explore additional variables, such as institutional image, service digitalisation, and the impact of student engagement on student satisfaction and loyalty (Nguyen et al., 2024; Supriyanto et al., 2025).

CONCLUSION AND RECOMMENDATIONS

Based on the analysis of 391 active students from the Faculty of Social and Political Sciences, Universitas Negeri Yogyakarta (FISIP UNY), several conclusions can be drawn. First, the Customer Satisfaction Index (CSI) value of 75.46% indicates that students were generally satisfied with the performance of administrative staff services at FISIP UNY. Second, the Importance–Performance Analysis (IPA) identified seven service attributes that fell into Quadrant I (Concentrate Here), indicating priority areas for improvement: the availability of supporting facilities (P1), academic facilities (P8), ease of finding reference books (P26), ease of finding scholarly articles (P27), availability of digital book collections (P28), accessibility of digital collections (P29), and the comfort of library spaces (P30). Third, the paired-samples t-test results revealed significant negative gaps for all service attributes (P1–P42), indicating that the perceived performance of administrative services consistently fell short of students' expectations. Therefore, although students were generally satisfied with the services provided by administrative staff, systematic improvements are still required, particularly regarding facilities and access to library resources.

Based on these findings, several recommendations are proposed. First, the management of FISIP UNY should prioritize improvements in the attributes classified within Quadrant I, particularly by expanding digital book and journal collections, enhancing access to digital library services, and improving the comfort of library reading spaces. Second, regular training programs focusing on interpersonal competencies and service excellence should be provided for administrative staff to strengthen the empathy and responsiveness dimensions of service quality. Third, the institution is encouraged to implement a continuous monitoring and evaluation system for administrative services, such as conducting periodic student satisfaction surveys each semester. Finally, future research should consider integrating qualitative approaches, such as in-depth interviews or focus group discussions, to explore the underlying causes of service quality gaps more comprehensively. Expanding the scope of the study to include all faculties at Universitas Negeri Yogyakarta would also provide a broader comparative perspective on administrative service quality across the institution.

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