



Teacher Satisfaction with Personnel Administration Services at the South Sumatra Provincial Education Office

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ABSTRACT

One of the activities an organization performs involves providing services to both internal units and external parties. Within an organization or institution, administration serves as a hub for the exchange of goods and services. Teacher satisfaction within the personnel administration process of the South Sumatra Provincial Education Service holds significant importance, as it can yield considerable impacts. The research employs a quantitative descriptive analysis technique with percentages to analyze data, effectively portraying and elucidating the collected data. The data analysis results reveal that teacher satisfaction with personnel administration services indicates a 54.6% overall satisfaction rate across five aspects and 30 service indicators. Among the aspects studied, the highest satisfaction level pertains to reliability, while the lowest satisfaction level belongs to empathy and assurance aspects, albeit remaining within the satisfaction range. This demonstrates that the services delivered by the Manpower Division at the South Sumatra Provincial Education Office are categorized as good, resonating with a notably high level of teacher satisfaction.

Keyword:

Teacher Satisfaction, Administrative Services, Service Aspects

INTRODUCTION

The Indonesian nation will now encounter developments and alterations in fundamental aspects of existence. This poses a significant impact on the increasingly intricate governmental responsibilities. Due to the escalating

criticality of societal issues and the amplified requisites of societal demands, there is a corresponding increase in the array of services that need to be executed by the government. The provision of services, a task undertaken by an entity,

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affects the quality and efficiency of organizational operations and the attainment of overarching organizational objectives (Mulia et al., 2021). These services extend beyond addressing customer needs to ensuring superior customer service. Effective service delivery necessitates prompt and precise actions, constituting a mandatory duty for public institutions.

The existing state of public service delivery remains insufficient, as evidenced by numerous complaints and grievances from the public, either directly or through various media channels (Kardina et al., 2022). These issues include complex procedures, lack of clarity regarding completion timelines, ambiguity surrounding costs, non-transparent requirements, and unresponsive attitudes of officials. Consequently, a negative perception of the regional government is formed among the community, particularly those unfamiliar with public services (Saputra & Mulia, 2020). The potential for enhanced public service quality exists with regional autonomy, as regulations and policies governing services are under the jurisdiction of local authorities. It is incumbent upon regional governments, as service providers, to continually enhance service quality, establish service benchmarks focused on maintaining quality of life, safeguarding public safety and welfare, and ensuring universal access to services. Therefore, upholding the quality of public services is synonymous with preserving individuals' human rights as citizens.

Service is the fundamental duty of the apparatus, serving as a tool for State officials and community members. According to Ministerial Decree Number 63 of 2003 on the general guidelines for Public Service implementation, the core of public service lies in delivering exceptional service to the community. This directive aims to optimize governmental services to foster a

culture of excellence and professionalism, providing services that adhere to the principles of public service within agencies. The concept of public services encompasses all service forms offered by government entities at central, regional, State-Owned Enterprises, or Regional-Owned Enterprises levels, in the form of goods and services, to meet community needs and comply with legal provisions. Meanwhile, as stated in Chapter I Article 1 Paragraph 1 of Law Number 25 of 2009 regarding public services, general stipulations define public services as activities or a series of activities aimed at meeting service requirements in line with legal regulations for all citizens and residents, covering goods, services, and administrative services offered by public service providers. Article 55 of Law no. 5 of 1986 concerning the State Administrative Court (PTUN) specifies that a lawsuit must be filed within ninety days from the State Administrative Body or Official's receipt or announcement of the Decision.

The essence of public services is inherently linked to activities executed by individuals, groups, or specific entities to offer society support and facilitate the accomplishment of defined objectives. The significance of public service is escalating due to its continuous interaction with individuals harboring a variety of interests and goals (Saputra & Mulia, 2021). Consequently, public service establishments may be overseen by governmental or non-governmental entities. In cases where the government administers public services in a bureaucratic manner, it emerges as the primary entity associated with public service provision. When it comes to governmental organizations delivering services, the pivotal focus lies in facilitating support and convenience to the public to address their requirements and aspirations (Field et al., 2021; Sharma et al., 2021).

Education represents a fundamental necessity for all individuals. It plays a crucial role in shaping one's identity by developing skills, moral values, and intellectual capacity, ultimately preparing individuals for the workforce. Furthermore, education significantly influences societal, economic, and political standings. Hence, it is imperative for both individuals and communities (Mulia, 2019; Vandhika et al., 2024). Providing various education services necessitates collective efforts, suggesting that such services are inseparable from human existence. Organizations must strive to deliver efficient and prompt services to ensure customer satisfaction and service quality. Enhancements in public services, particularly within the educational sector, are becoming more refined and widely accessible. This trend is driven by numerous constraints, including limited education budgets, shortages of teaching staff, and insufficient infrastructure such as schools, libraries, laboratories, and scholarships for underprivileged communities.

Consequently, achieving equal and enhanced public services in education is essential for fulfilling the basic needs of local communities. Effective strategies are required to comprehend public attitudes and interest shifts to strengthen public services. The rapid transformations in global dynamics swiftly impact societal attitudes and behaviors at large (Newell et al., 2021).

Good and excellent service quality plays a crucial role in meeting service requirements and enhancing customer satisfaction, thus ensuring continued utilization of services offered by a company, leading to customer loyalty (Agiesta et al., 2021). Customers, whether individuals or organizations, regularly purchase goods/services due to the perceived benefits associated with the acquired items. A customer can be defined as an

individual who receives a product and interacts over a specific timeframe to fulfill their needs. Furthermore, a customer refers to an individual or a group who consistently utilizes goods/services within a particular time frame (Candrianto, 2021). Customers represent a vital aspect of the operational efficiency of an organization; the absence of customers may disrupt the administrative procedures within an institution/company.

Conversely, having customers necessitates the service provider to deliver exceptional and efficient service. This imperative arises from the fact that contented customers tend to share positive feedback with others, thereby influencing their decisions. The daily interactions of service customers or the community are intertwined with administrative procedures, as administration fulfills a fundamental societal need. The necessity of administration spans from birth to the end of individuals' lives, encompassing various aspects of human life. For instance, administrative essentials include birth certificates, identification documents, and family records (Marliani, 2019).

Administration within an organization or institution serves as a hub for the exchange of goods and services as well as other transactions. It encompasses a wide range of tasks, from overseeing regulations to effectively managing a team of individuals with diverse roles working towards a shared objective. The administration may be carried out by either a duo or a larger group of individuals (Haan & Cardoso, 2020). Administration is ubiquitous across various organizations and institutions, forming the foundation for transactional activities alongside customers. The satisfaction of customers throughout the administrative processes holds significant importance, as it directly influences the quality-of-service providers. This is primarily because the perception held by the community can shape a

positive image for individuals engaging in transactions or activities closely associated with the service. A decrease in public grievances can lead to a rise in the influx of service clientele visiting the service center, proving advantageous for service providers by ensuring the longevity of their services.

Institutions or organizations offering high-quality services must respond promptly and accurately. Educational institutions have introduced novel concepts and strategies for delivering services to educational service beneficiaries, which are subsequently implemented by multiple academic institutions that can adopt these concepts and techniques (Handrian et al., 2024). The assessment of service quality assurance can be gauged through the satisfaction of service customers. Satisfaction represents clients' outcomes, feedback, or reactions to the service they are provided. Service quality is manifested in the effectiveness and efficiency of each conducted activity; the swifter and more precise the service rendered, the higher the service quality. Educators necessitate services for their social interactions. The educational community requires services for various purposes. The public services required encompass public goods and services. The South Sumatra Provincial Education Office is one of the entities implementing regional autonomy and offering education services to the public. The Education Department is the avenue through which teachers can access services. Emphasizing teacher satisfaction is crucial, given that teachers serve as active clients of the Education Department. Through the services rendered, it is anticipated that the public will actively support government authorities' responsibilities, thereby achieving equilibrium between their entitlements and responsibilities as citizens (Suandi, 2019).

Satisfaction evaluates a product or service's attributes or intriguing aspects

that satisfy consumer needs. This definition implies that customer satisfaction is derived from the caliber of the service rendered. The provision of high-quality educational services necessitates expertise that can be utilized to address arising challenges. The competencies possessed should be fitting to ensure optimal performance. According to Article 39, Paragraph 1 of Law Number 20 of 2003, educational personnel are assigned administrative, managerial, developmental, supervisory, and technical tasks to bolster the educational process within academic institutions. In this context, the anticipated provision is of superior quality. Fundamentally, quality is intertwined with excellent service, precisely an employee's demeanor or approach to serving customers or the public satisfactorily (Handrian et al., 2024). By enhancing administration quality as the enabler of governmental objectives, as delineated earlier, customer satisfaction emerges as the anticipation of consumers being met; contrarily, unmet expectations lead to consumer dismay and dissatisfaction with the service.

Administrative duties are the primary focus and crucial responsibility in education, particularly within educational institutions. Effective management of educational offices necessitates a capacity for innovative thinking and a proactive approach toward staying abreast of current advancements, ensuring that clients receive satisfactory administrative support. By maintaining a demeanor of friendliness and professionalism, devoid of emotional entanglements, seemingly trivial gestures contribute to fostering a serene environment and ultimately enhancing customer satisfaction. The South Sumatra Provincial Education Office serves the broader urban community and the teaching fraternity within South Sumatra, offering services primarily associated with managing teacher and educational staff

personnel. These services encompass consultations on accounting matters and various programs such as SIM PKB, NUPTK, Certification, SIPITAK, UKG, and Allowances. The administrative coverage provided by the South Sumatra Provincial Education Service extends across the entirety of South Sumatra.

Based on preliminary observations conducted at the South Sumatra Provincial Education Office, several issues were encountered within the service division. It was noted that educators expressed discontent with the Manpower Sector due to the ineffectiveness of the services offered in addressing their challenges. Furthermore, educators voiced grievances regarding the lack of empathy exhibited by Manpower Sector officials towards their concerns. Additionally, the official website of the South Sumatra Provincial Education Office did not present any findings from the analysis of public satisfaction with the services rendered. The South Sumatra Provincial Education Office has not enforced regular utilization of the Community Satisfaction Index. The provision of facilities is a crucial factor influencing the quality of dispensed services. Hence, providing adequate service facilities for clientele, including educators, is imperative. Noteworthy facilities requiring attention include the absence of a suggestion repository and inadequate seating in the waiting area. The endeavor to attain comprehensive customer contentment is arduous, as it is unrealistic for an entity to anticipate a total absence of dissatisfied customers. Community contentment can be achieved through services that adhere to predetermined service benchmarks or exceed said standards (Suandi, 2019). Consequently, every entity must strive towards fostering an environment that mitigates customer discontent by progressively enhancing service delivery. This manuscript delves into educator satisfaction concerning

personnel administration services at the South Sumatra Provincial Education Office.

RESEARCH METHODS

The researcher employed quantitative methodologies to achieve convenience and transparency in this study. Additionally, as indicated by Sugiyono (2017), quantitative methods can be defined as research approaches grounded in the positivist philosophy, utilized for studying specific populations or samples, gathering data through research tools, and conducting quantitative/statistical data analysis to examine predetermined hypotheses. The research population comprised educators at the South Sumatra Provincial Education Office, totaling 14,843 individuals. Following the application of the Slovin formula, the sample size for this study was determined to be 100 teachers. Data collection methods encompassed the use of surveys and observations. The study predominantly relied on quantitative research data. Subsequently, the data was analyzed employing methods aimed at visually representing or describing the available data (descriptive analysis).

Statistical analysis computations were conducted utilizing the Microsoft Excel software application. Furthermore, the data analysis was performed with a pre-designed software package, Statistics and Service Solution (SPSS), which employed a specific percentage calculation formula for processing the questionnaire data.

$$P = \frac{F}{N} \times 100\%$$

Moreover, to investigate the impact of teacher satisfaction on the caliber of personnel administration services, specific criteria are employed based on the classification outlined in the benchmark assessment

Table 1. Categorization of Benchmark References

| Score % Range | Categorization |
|---------------|----------------|
| 0% - 34% | Very less |
| 35% - 40% | Not enough |
| 41% - 60% | Enough |
| 61% - 80% | Good |
| 81% - 100% | Very well |

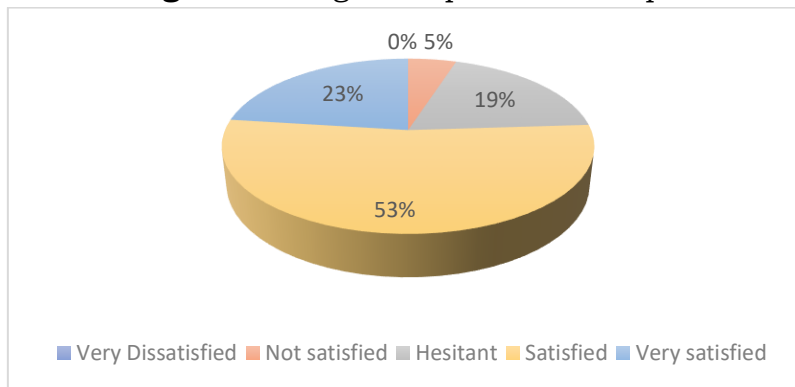
RESULTS

Drawing from the measurements detailed in the preceding section, one can infer that said measurements play a significant role in shaping the caliber of personnel management services provided by the South Sumatra Provincial Education Service. These measurements encompass Tangible aspects, Reliability, Responsiveness, Assurance, and Empathy.

Tangible Aspects

Based on the findings from the analysis of questionnaire responses disseminated to a cohort of 100 educators in South Sumatra Province, comprising 31 male and 69 female teachers, data has been obtained regarding the evaluations of teacher satisfaction towards the administrative services provided by the South Sumatra Provincial Education Service, categorized according to tangible criteria.

Figure 1. Tangible Aspect Data Graph



Based on the data presented in Figure 1, the survey outcomes distributed to a hundred educators in South Sumatra Province indicate that 41.3 total index calculations for teacher responses selected "Not Satisfied," constituting 5% of the total. Moreover, 148 total index calculations were obtained for reactions indicating "Doubtful," representing 19%. Additionally, 425.3 total index calculations were recorded for responses selecting "Satisfied," making up 53% of the total, and finally, 185.3 total index calculations were observed for responses choosing "Very Satisfied," with a percentage of 23%. The analysis reveals that the majority, 53%, of the respondents expressed being

"Satisfied" with the service quality, mainly focusing on tangible aspects. Service quality is evaluated based on tangible evidence, such as the presence of facilities, equipment, and employees' expertise in delivering services to the community. This fundamental aspect ensures that service recipients, consumers, and the general public perceive the services provided as satisfactory. Various factors must be considered to ensure the delivery of high-quality services that meet the needs and expectations of the individuals served (Nashar, 2020).

Services related to personnel development in the South Sumatra Provincial Education Office have been

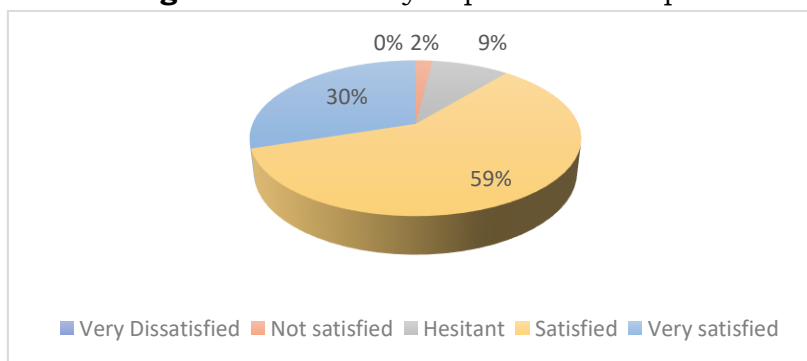
implemented with tangible elements and corresponding indicators. The evaluation of the current services has not met the community's expectations, particularly regarding the condition of facilities within the Education Department. Explicitly focusing on personnel development in education, the infrastructure is deemed satisfactory with adequate buildings and supportive amenities such as tables, chairs, laptops, printing services, and Wi-Fi connectivity, among others, to enhance service delivery. However, there is a notable absence of facilities catering to individuals with disabilities. The cleanliness standards in the personnel development sector are considered acceptable, with four designated cleaning services available both within the office premises and its surroundings. While cleanliness is generally well-maintained, occasional instances of guests improperly disposing of waste can be observed. The competencies

and professional demeanor of the staff align with their respective roles and responsibilities. These skills naturally complement each other, thus enhancing overall competence. A robust communication network among employees facilitates the efficient execution of tasks, ensuring that each staff member has the necessary skills and maintains a professional appearance.

Reliability Aspect

Based on the outcomes derived from the analysis of questionnaire responses disseminated to a cohort of 100 educators in South Sumatra Province, comprising 31 male and 69 female teachers, there exists data about the evaluations of teacher satisfaction with the administrative services provided by the South Sumatra Provincial Education Service. These data delineate the satisfaction levels among teachers and are categorized according to the reliability dimension.

Figure 2. Reliability Aspect Data Graph



Based on the findings presented in Figure 2, it is evident that the outcomes of the survey computations, disseminated among 100 educators in the region of South Sumatra Province, yielded a cumulative total of 14.7 for those who indicated "Not Satisfied," accounting for a 2% proportion, as well as a total of 53.3 for individuals who selected "Doubtful," constituting a percentage of 9%. Furthermore, there were 350.7 cumulative computations for the responses of teachers who opted for "Satisfied," representing 59%, and finally 180.9 cumulative

computations for those who favored "Very Satisfied," with a percentage of 30%. These computations were derived through the multiplication of each response alternative. With a substantial 59% of the respondents expressing contentment with the quality and provisions based on the reliability factor, which is defined as the capacity of a service provider to deliver services accurately and dependably as promised. Reliability encompasses an organization's capability to provide services accurately on the initial attempt. Within this study, reliability is gauged through specific

indicators such as adherence to work and rest schedules, service protocols, proficiency in service delivery, and the demeanor of the service personnel. Notably, the services offered at the South Sumatra Provincial Education Office, particularly in the realm of staff development, are characterized by a commitment to reliability.

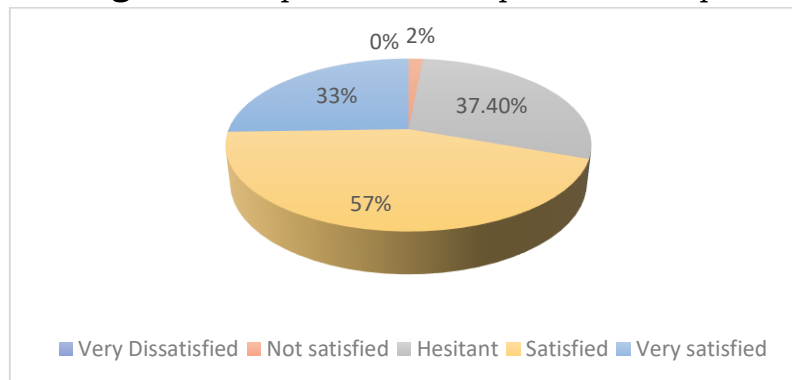
Assessment of services that conform to community expectations entails evaluating the allocation of working and rest hours in alignment with the official office timetable, commencing at 07:30, taking a break at noon, resuming duties at 13:00, and concluding work at 16:00. The service protocols adhere to standardized operational procedures as specified, with designated personnel already in place. The

capacity to deliver services by the established benchmarks demonstrates competency in service provision. It has been mandated that service delivery must embody a welcoming demeanor characterized by a cheerful, amicable, and respectful approach.

Responsiveness Aspect

Based on the findings derived from the analysis of questionnaire responses disseminated to a cohort of 100 educators in South Sumatra Province, comprising 31 males and 69 females, data has been obtained regarding the evaluation of teacher satisfaction levels concerning the administrative services provided by the South Sumatra Provincial Education Department, categorized according to the dimension of responsiveness.

Figure 3. Responsiveness Aspect Data Graph



Based on the findings illustrated in Figure 3, the outcomes of the survey calculations conducted among 100 educators in South Sumatra Province reveal a total of 12 index computations for teacher responses. Among these, those who indicated "Not Satisfied" accounted for 2% of the total index calculations, representing 37.4% of all responses. Conversely, teachers who expressed "Doubtful" feelings constituted 8%, totaling 285.3 index calculations. Furthermore, 57% of teachers selected "Satisfied," amounting to 165.3% of the total index calculations, while 33% chose "Very Satisfied." These figures were derived through the multiplication of each response option. Notably, 57% of the

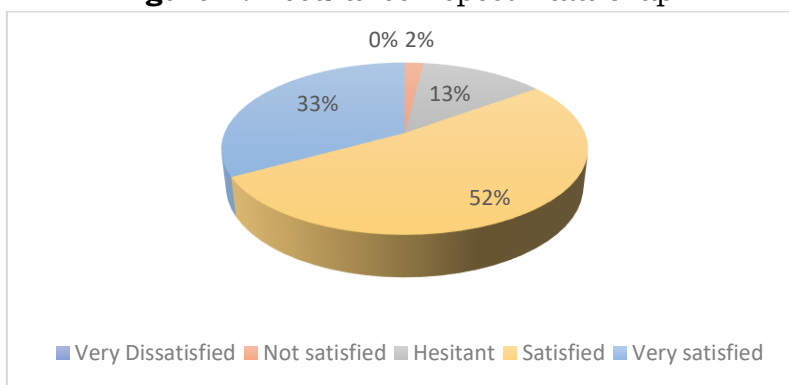
sampled educators reported being "Satisfied" with the quality of service, particularly emphasizing the aspect of responsiveness. Responsiveness, characterized by the willingness to provide prompt and accurate assistance to service users by clearly communicating information pertaining to their needs, is crucial. It involves service personnel's readiness to support users efficiently and deliver timely services, ensuring clarity in information dissemination. The promptness and accuracy in service provision, underpinned by clear communication, contribute significantly to enhancing user satisfaction and, consequently, service effectiveness. The South Sumatra Provincial Education

Office's educational staff development services have effectively incorporated responsiveness and its key performance indicators. Evaluation criteria encompass adherence to community expectations, such as punctuality requirements and adherence to assigned tasks to avoid penalties for tardiness. Moreover, staff members are expected to possess a comprehensive understanding of their responsibilities and maintain professionalism in service delivery, with effective communication skills being a fundamental competency criterion.

Assurance Aspect

Based on the outcomes derived from the processing of questionnaire data that was disseminated to a cohort of 100 teachers in South Sumatra Province, comprising 31 male teachers and 69 female teachers, findings indicate statistical insights. The data reveals the outcomes of teacher satisfaction assessments regarding the quality of personnel administration services within the South Sumatra Provincial Education Service, categorized according to different assurance aspects.

Figure 4. Assurance Aspect Data Graph



Based on the data presented in Figure 4, the outcomes of the questionnaire assessments administered to 100 educators in South Sumatra Province revealed distinct total answer calculation indices. Specifically, there was a total of 13.2 index calculations for those teachers who indicated being "Not Satisfied," accounting for 2% of the sample. Additionally, 78.7 index calculations were recorded for teachers who chose "Doubtful," representing 13% of the participants. Moreover, there were 307.9 index calculations for teachers who expressed being "Satisfied," constituting 52% of the respondents. Lastly, 200 index calculations were noted for teachers who selected "Very Satisfied," reflecting a percentage of 33%. These calculations were derived by multiplying the frequency of each response option. Notably, a significant portion of the sample, totaling 52%, reported feeling "Satisfied" with the

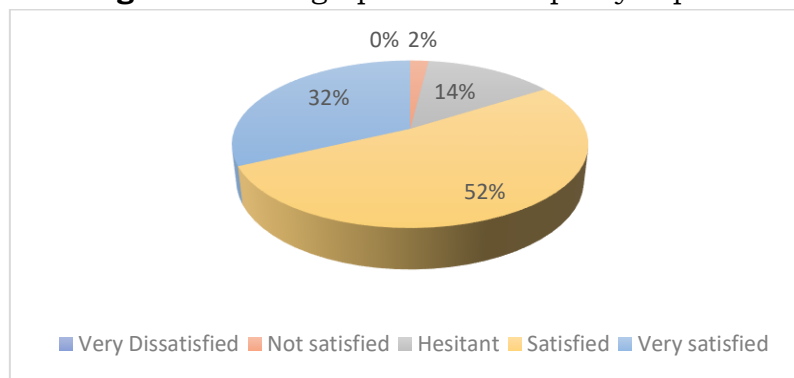
quality of service, particularly emphasizing the assurance aspect.

Assurance, characterized by knowledge, politeness, and service proficiency, is crucial in cultivating trust among service users toward service providers. It encompasses critical components: communication, credibility, security, competence, and courtesy. It signifies the employees' expertise, friendliness, reliability, and credibility. The proficiency and courtesy exhibited by employees, alongside their ability to instill trust and confidence in service beneficiaries, are pivotal in ensuring a positive service experience. The Educational Personnel Development services offered by the South Sumatra Provincial Education Office have effectively integrated Assurance and its associated indicators. The evaluation of these services, aligned with community expectations, encompasses various facets

such as ensuring a conducive environment for visitors, maintaining a high level of courtesy, and adhering to service standards. By upholding these standards, service providers can instill a strong sense of trust among service users, thereby enhancing the overall credibility of the employees. Providing assurances to service users regarding the quality of services delivered ultimately fosters greater trust and confidence in the service providers.

Empathy aspect

Figure 5. Data graph for the empathy aspect



Based on the illustration in Figure 5., the outcomes of the questionnaire computations distributed among 100 educators in South Sumatra Province revealed a total answer calculation index of 7.9 for teachers selecting "Not Satisfied," representing 2% of the participants. Additionally, 70.7 answer calculation indexes for teachers opting for "Doubtful," accounting for 14% of the respondents. Furthermore, there were 262.7 total index calculations for teachers' answers indicating "Satisfied," with a percentage of 52%, and 158.7 total index calculations for those selecting "Very Satisfied," making up 32% of the total. These calculations derive from the multiplication of each response option. The findings show that 52% of the respondents expressed being "Satisfied" with the service quality, particularly emphasizing empathy. Empathy entails providing sincere attention to service users by striving to comprehend their desires. The service operation will proceed smoothly and with high quality when every involved

party demonstrates empathy or attention, enabling the service provider to offer assistance regardless of the social status of the recipient.

Based on the outcomes derived from the analysis of questionnaire responses disseminated among a cohort of 100 educators in South Sumatra Province, comprising 31 male and 69 female teachers, data have been obtained about the levels of satisfaction among teachers about the administrative services provided by the South Sumatra Provincial Education Service. These findings are categorized according to the dimension of empathy.

Furthermore, the service provider should offer special attention when directly engaging with the recipient. The educational personnel development services at the South Sumatra Provincial Education Office have integrated empathy and its associated indicators. The evaluation of services aligning with community expectations involves offering attention as per the established norms, delivering services meeting the recipients' expectations, and adhering to standard procedures to ensure satisfaction and minimize grievances. It is crucial to actively listen and grasp the recipients' needs during interactions, fostering effective communication between the service provider and recipient. Services must be dispensed without bias, following the defined operational standards to cater to all recipients equally.

DISCUSSION

Every educational institution should ideally not only impose numerous expectations on teachers, but conversely, it should be complemented by addressing teachers' requirements, presenting accolades verbally, in written form, and through valuable incentives, enhancing welfare (such as transportation, childcare allowance, healthcare benefits, and other forms of support). This entails a mutually beneficial relationship or symbiotic mutualism. The administration also contributes to teacher job satisfaction by engaging in extensive interpersonal communication, refraining from discussing a teacher's shortcomings in general assemblies, maintaining decorum in discussions, and presenting arguments devoid of emotions. Service plays a crucial role in any establishment, whether profit-driven or public, as it directly impacts customers. Public institutions are mandated to deliver high-quality service to clients (teachers) as per the Ministerial Decree for State Apparatus Empowerment No. 63 of 2003, which emphasizes that "Public Service essence lies in providing exceptional service to the community, reflecting the duties of government officials as public stewards."

The primary objective of service provision is to cater to the needs and expectations of customers or educators, focusing on enhancing customer satisfaction. Effective service delivery is crucial in improving the quality of government services provided to educators and serves as a benchmark for formulating service standards. Quality service must align with the established public service criteria within the governmental framework. Service standards, which are the desired outcomes, must be acknowledged per the stipulated regulations. Furthermore, the allocation of suitable service amenities and infrastructure is essential. The ultimate

service standard pertains to the proficiency of service providers, which should be determined based on the requisite knowledge, skills, expertise, attitudes, and conduct. The fulfillment of job satisfaction varies depending on the diverse human needs, making it unattainable for a single approach to cater to all. In practice, satisfaction fulfillment differs significantly based on the level of dissatisfaction, highlighting the impossibility of a uniform approach to address job satisfaction across individuals with varying work performances.

Based on the research results obtained by distributing questionnaires to 100 teachers at the South Sumatra Provincial Education Office as respondents and then analyzing the data using the SPSS program, the results of the discussion of the research results will then be presented. This research discusses teacher satisfaction with personnel administration services at the South Sumatra Provincial Education Office. From the analysis of the research instrument, all statement items tested on teacher respondents were declared valid and reliable, where a valid and reliable instrument is an absolute requirement to obtain valid and reliable research results. Based on the tests that have been carried out above, based on calculations, the results obtained for teacher satisfaction with personnel administration services show that the results of the five aspects and 30 service indicators studied, the results of the calculation conversion of all elements and indicators are 2.6% in the "Not Satisfied" category, 12.6% in the 'Undecided' category, 54.6% in the 'Satisfied' category, and 30.2% in the 'Very Satisfied' category. The highest calculation conversion results are aspects in the "Satisfied" category and can be proven from tangible aspects (facilities, equipment, physical appearance of personnel) with a percentage level of 53%, reliability aspects

(service reliability) with a percentage level of 59%, responsiveness aspects (responsiveness). in helping customers) with a percentage level of 57%, the assurance aspect (confidence and ability of officers to build customers' trust in the services provided) with a percentage level of 52%, and the empathy aspect (desire to provide satisfaction with services to customers, service guarantee) with a percentage level 52%.

Of the five dimensions, the aspect that garners the highest level of satisfaction is reliability, while the lowest level of satisfaction is found in the assurance and empathy dimensions. Nevertheless, it still falls within the satisfied category. This demonstrates that the services rendered by the Personnel Sector at the South Sumatra Provincial Education Service are classified as good and characterized by a high degree of teacher satisfaction. Consequently, it can be inferred that teachers express contentment with the services extended by the personnel administration personnel at the South Sumatra Provincial Education Office.

CONCLUSION

Drawing upon the comprehensive discourse and research findings delineated in the preceding chapters, and the inference can be drawn that teachers' satisfaction with personnel administration services indicates that the most favorable outcomes stem from the reliability aspect (specifically, service reliability). This delineation exemplifies that the services dispensed by the Manpower Sector within the South Sumatra Provincial Education Service fall within the realm of commendable classification, engendering a heightened degree of contentment among educators.

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