Survey of Academic Service Quality in Primary Schools

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Abstract. Quality academic services provide a conducive and supportive learning environment for all education customers at every level of education, and primary schools are no exception. However, the facts in the field show that there are still complaints from teachers, students, and parents regarding academic services in elementary schools. This study aims to analyze the level of academic service quality in elementary schools in Sumedang Regency, focusing on the five main dimensions of reliability, responsiveness, assurance, empathy, and tangibles. This research is a quantitative study using a survey method involving 50 elementary school teachers. The results showed that the quality of academic services in elementary schools in Sumedang Regency fulfills five dimensions with an average of high quality and has been able to meet the expectations and needs of teachers, resulting in satisfaction and good perceptions in the implementation of effective and efficient academic services even though the dimensions of reliability, empathy, and tangibles still need improvement. This research is expected to contribute to schools' supporting decision-making and determining solutions in more specific areas to realize quality academic services.

Keywords: Academic Services; Elementary School; Perception; Survey; Academic Services Quality.

1. Introduction

School is an educational institution that has an obligation to provide academic services by optimally meeting the expectations and needs of students to create satisfaction in students (Chairiyaton et al., 2020). The quality of academic services in the world of education today shows rapid progress, but there are still several challenges that need to be overcome (Masoko et al., 2023). One of them is that the academic services provided have not fully met the five main dimensions of service quality, such as tangibles, reliability, responsiveness, assurance, and empathy (Martini et al., 2018). Regarding academic services at school, the quality of services received by students can determine the level of satisfaction possessed by students. So that the quality of the school's academic service design becomes a specific function that shows how much conformity between the product or service and the predetermined quality specifications (Setiono & Hidayat, 2022). The high and low quality of academic services provided by teachers to students will have an impact on the level of student satisfaction. This means that if students consider the quality of academic services to be high, then the level of student satisfaction will be high, and this always leads to an attitude of student loyalty (Borishade et al., 2021). Therefore, it is important for educational institutions to focus on the quality of academic services in meeting the expectations, needs, and satisfaction of students and teachers with quality, feasible, and qualified services.

Academic service quality is defined as the feeling of pleasure or disappointment experienced by students after comparing the perception of performance or results of a product with their expectations (Setiono & Hidayat, 2022). Service quality is important for an institution to increase its competence and boost the success rate of educational institutions in providing decent and qualified academic services. Service quality can be described as a customer's perception of how well a service exceeds their expectations (Gobena, 2019). In this case, the quality of services provided by educational institutions focuses on the field of services. Service quality and customer satisfaction have a significant positive relationship (Fida et al., 2020). The results

of the relationship analysis between the research variables showed that there was a significant and positive relationship between service quality and customer satisfaction related to customer loyalty (Felix, 2017). So that the quality of service provided by the institution will have an impact on the satisfaction felt by customers. Therefore, the quality of service depends on the institution's and its staff's ability to meet user expectations consistently. In educational institutions, the concept of satisfaction from service users will be a tool for establishing loyalty, reputation, and the image of the institution itself (Ashraf, 2018).

1.1 Problem Statement

The main problems raised in this study are related to the quality of academic services in elementary schools, the quality of educators and education, school facilities and infrastructure, curriculum and learning, school management, and the involvement of parents and the community. Currently, the quality of primary and secondary education in Indonesia is not as expected because there are still educational units that do not meet the Minimum Service Standards (MSS) (Kamal Rabbani et al., 2022). Based on a preliminary study conducted by the researcher, several complaints related to academic services in elementary schools were found, such as the need for teacher facilities and services that have not been met, teachers do not pay attention to the needs of students in learning, teachers have not been able to create a sense of comfort in learning, and the information conveyed by teachers is sometimes still difficult to understand (Kartiwi & Sa'ud, 2015). In addition, the researcher also found complaints from parents regarding their children's low learning achievement, an academic assessment administration system that is not transparent, the curriculum developed in schools, and the competence of teachers who teach are still not in accordance with expectations (Muhabbabe & M, 2022). In information and technology systems, researchers have found complaints from teachers about the school not being able to respond quickly to solving student needs; this can be seen from the inadequate facilities and infrastructure used (Prananingrum & Sari, 2014). In addition, due to the limited information technology capabilities of school staff, the dissemination of information that still uses conventional methods has resulted in the school goals not being maximally achieved (Azizah & Saputro, 2020).

Quality academic services are an effort that can be made to create an elementary school environment that prioritizes the achievement of the expectations and needs of teachers, students, and other parties who participate in the implementation of academic services (Masoko et al., 2023). The emergence of various academic service problems can be caused by the lack of specific measurement of the quality of academic services, so the improvements made have not been specifically in accordance with the actual problems in the field. Therefore, it is necessary to measure the quality of academic services by paying attention to the five dimensions of academic service quality that are more specific, namely, reliability, responsiveness, assurance, empathy, and tangibles reliability, responsiveness, assurance, empathy, and tangibles (Azkiyah et al., 2020). If schools can fulfill the five dimensions of academic services in accordance with expectations and needs, it will produce a good perspective for teachers and students. The quality of service can be known by comparing the perception of consumers with the service they get and the service they expect from the service attributes of an organization or company (Ariyani & Kurniawan, 2018). So, it is important for the school to conduct periodic checks to find out the extent of the quality of academic services that have been implemented in the school. Educational activities are oriented to the results of the educational process and to proving good accountability, including quality assurance, quality control, and quality improvement, aiming to realize the goal of continuous quality improvement (Susetyo et al., 2022).

1.2 Related Research

The quality of academic services is a comparison between academic services perceived by customers or stakeholders (Sunaengsih et al., 2023). If the perceived quality of academic services is equal to or exceeds the expected quality of service, then the service can be said to be of high quality (Azkiyah et al., 2020). Analysis of the quality of educational services plays an important role in evaluating the effectiveness and alignment of education with the needs of

students and other stakeholders (Lastriyani et al., 2024). To ensure improvement, educational institutions should carry out appropriate mechanisms to collect feedback from students using the dimension of academic service quality that is attractive to students (Onditi & Wechuli, 2017).

In the world of education, assessing the quality of educational services is a key aspect in understanding the level of satisfaction of students, parents, and the community with the facilities and learning processes provided by educational institutions (Lastriyani et al., 2024). The quality of academic services and promotions has a significant positive influence on the interest of new students in madrassas (Azkiyah et al., 2020). The results of the consumer attitude score show that the quality of academic services provided is close to a very satisfactory score (Ariyani & Kurniawan, 2023). Overall, the quality of academic administration services is good, and student satisfaction is also good. The quality of academic administration services significantly positively impacts student satisfaction (Setiawardani, 2018). By paying attention to the five dimensions of academic service quality, the services offered to consumers are expected to be more optimal so that consumer perceptions and expectations become more in line with the level of service provided (Chairiyaton et al., 2020).

Analysis of service quality is very relevant in the context of understanding the effectiveness of school programs in improving which parts need improvement and increasing student satisfaction and other stakeholders (Theresiawati et al., 2021). With this analysis, it is hoped that there will be specific solutions to improve school services for all stakeholders so that improving school quality and student learning outcomes can be optimal (Lastriyani et al., 2024; Chairiyaton et al., 2020).

Previous research has found how the quality of academic services affects the interest and satisfaction of education customers, but there are limitations in the dimensional specifications of research instruments as a tool for identifying the level of academic service quality in elementary schools (Azkiyah et al., 2020). For this reason, in this study, the instruments used focus on five dimensions, namely: 1) reliability, 2) responsiveness, 3) assurance, 4) empathy, and 5) tangibles. This allows for more specific identification of which areas in academic services are not yet appropriate and serves as the basis for a more specific service improvement process in the future, as well as early data for decision-making and the best solutions for policymakers to realize quality education.

1.3 Research Objectives

The main purpose of this study is to identify the quality of academic services in elementary schools, which includes five dimensions: reliability, responsiveness, assurance, and empathy. This research is important to identify which part of the academic service dimension applied to elementary schools in Sumedang Regency has met the quality standard and which has not.

The contribution of this study is expected to be a reference for other researchers to identify the quality of academic services in elementary schools based on five main dimensions: reliability, responsiveness, assurance, empathy, and tangibles (physical form services). Through this research, it will be found which dimensions already have high/good quality to maintain or even exceed expectations and which dimensions still have low/poor quality so that special attention can be evaluated for improvement. Thus, decision-making and the determination of appropriate strategies and solutions carried out by the leadership can be more specific in improving the quality of academic services and impact improving the quality of schools in general.

2. Theoretical Framework

Service quality is a service that meets the requirements to provide satisfaction to customers with all efforts to meet consumer needs and desires, as well as the stipulation of its delivery in balancing consumer expectations (Supriyadi & Amalia, 2021). In this case, service is defined as services provided by institutions in the form of comfort, accuracy, hospitality, speed, proficiency, and ability aimed at property and attitude in providing services for customer satisfaction (Azkiyah et al., 2020). There are two factors that can affect the quality of service,

namely: Perceived service occurs when the service received or felt by the customer is in accordance with expectations, then the quality of service is perceived as good and satisfactory, and Expected service occurs if the service received exceeds customer expectations, then the quality of service is perceived as the ideal quality, by paying attention to this quality service will be realized (Pena et al., 2013).

The service quality name is a mixture of two words: service and quality. Service refers to essential features of the service, while quality refers to using mainly a user-based approach (Ali et al., 2021). Service quality is a way of working in a company that strives to continuously improve the quality of the processes, products, and services produced by the company (Kotler et al., 2003). In fulfilling services, as a service provider, you must also pay attention to every desire of the consumer. This is because consumers are an important factor in assessing the service category both in terms of the quality of the services offered, services, and the company's ability to fulfill the service (Supriyadi & Amalia, 2021). Good service quality is a service that guarantees satisfaction for education service users (Mwesigwa et al., 2020). If the services received by the teacher as the recipient of the service are in accordance with his expectations, then the quality of the service is in the good and satisfactory category. However, if the services obtained by the teacher are not in accordance with his expectations, then the service is not satisfactory.

The quality of academic services is very important as a source of competitive advantage in the service sector (Gobena, 2019). Academic services are said to be of high quality if they meet the expectations and needs of their customers (Marthalina, 2018). The customers referred to in this study are teachers who will give their perception of whether academic services in elementary schools have been implemented in accordance with their specifications and expectations. The following five dimensions can be specifically seen to determine whether academic services are of good quality (Azkiyah et al., 2020).

1. Tangibles

The ability of an institution to show its existence to outsiders. The appearance, availability, and condition of the educational environment and institutional infrastructure facilities are tangible evidence of the services provided by institutions and organizations, such as the condition and availability of academic infrastructure facilities.

2. Reliability

The ability of an institution to provide academic services as promised reliably and accurately must be in accordance with the expectations of teachers, students, and parents of students, meaning timely performance, sympathetic attitude, service without mistakes, and on target as needed.

3. Responsiveness

The ability to provide fast or responsive and appropriate services for teachers, students, and parents of students by delivering clear information.

4. Assurance

The ability, politeness, and knowledge of teachers and staff of educational institutions to foster the trust of students and parents in educational institutions by paying attention to aspects of communication, credibility, security, competence, and good manners.

5. Empathy

The ability of educational institutions to provide individual or personal attention by trying to understand the wants and needs of various related parties such as teachers, students, parents of students, and school staff.

Based on the above presentation, the author adopts five dimensions of academic service quality: reliability, responsiveness, assurance, empathy, and tangibles. Empathy and tangibles (physical form services) are used to measure the quality of academic services in elementary schools (Azkiyah et al., 2020). The service quality dimension is built based on formative indicators, multi-level and hierarchical models that are used as a framework to synthesize the

effects of service quality, perceived value, company image, and customer satisfaction on customer behavior intentions in fast service (Ridhwan et al., 2018). The main requirement for providing quality academic services is that each service attribute/dimension is provided in an integrated manner, meaning that it becomes a unit because if one of these attributes/dimensions is ignored, the form of service becomes imperfect so that it is less than optimal to provide satisfaction to customers (Ariyani & Kurniawan, 2023).

3. Method

3.1 Research Design

This study uses a quantitative method with a survey research design focusing on measuring and analyzing cause-and-effect relationships (Sunaengsih et al., 2021). This quantitative research data was obtained by researchers from observation activities in the field in the form of numbers. The questionnaire in this study presents questions that must be answered with a certain scale range. Survey design is a procedure in which researchers carry out surveys or provide questionnaires or scales on one sample to describe the attitudes, opinions, behaviors, or characteristics of respondents (Gardrat, 2024). Based on the time span, and this study is included in the type of Cross-Sectional Survey, which is used to find out temporary issues with data collection only once in a certain period of time.

In the survey research design, the researcher selects a sample from the respondents using a questionnaire or conducting an interview to collect information on the variables that the researcher is concerned about (Maidiana, 2021). The survey research steps carried out in this study consist of 1) preliminary study to find the formulation of the problem and determine the purpose of the research, 2) development of research instruments in the form of questionnaires and interviews, 3) implementation of research surveys by distributing questionnaires, and 4) data processing.

3.2 Respondent

Based on the purpose of the study, the population in this study is elementary school teachers spread across 26 sub-districts in Sumedang Regency. Meanwhile, the sample in this study is 50 elementary school teachers in Sumedang Regency who were randomly selected. All respondents were female, with an age range of 25 to 55 years, and had civil servant and honorary employment status. The determination of the sample of this study was carried out randomly or random probability sampling) using a simple random sampling technique. The mechanism for determining the sample of this study begins by identifying the population and determining the number of samples to be taken from the population. All members of the population had an equal chance of being selected for the research sample. This study determined 50 elementary school teachers as a research sample representing 26 sub-districts in Sumedang Regency.

3.3 Data Collection

Data collection in this study uses questionnaires. The type of questionnaire used in this research is a closed questionnaire with a scale of 1 to 5 (María & Saorín, 2022). This questionnaire allows the research sample to answer flexibly based on the actual situation in the field. The distributed questionnaire contained 49 questions related to 5 elements of the quality of academic services: reliability, responsiveness, assurance, empathy, and tangibles (physical form services), which will later become the result of research.

3.4 Data Analysis

The data analysis used in this study is descriptive analysis. Using descriptive data analysis, researchers can test the generalization of research results based on one sample (Nasution, 2020). The application used to process research results and analyze data is the SPSS 27.00 application. The data displayed in this descriptive analysis consists of mean, standard deviation, and percentages that can help researchers see various types of trends obtained from the data of the research results that have been carried out.

The data that has been analyzed is then adjusted to the assessment category based on a quantitative scale that uses numbers as a representation of the variables measured. Researchers can measure and analyze data statistically with quantitative scales to produce accurate and reliable results. The type of quantitative scale used is an ordinal scale that has categories or values that can be sorted in a cascade (María & Saorín, 2022). The ordinal scale of the quality of academic services in elementary schools used in this study is in Table.

Table 1. Ordinal Scale of Academic Service Quality in Elementary Schools

Score	Categories of Academic Service Quality
0 – 1,00	Very low
1,01 – 2,00	Low
2,01 – 3,00	Enough
3,01 – 4,00	High
4,01 – 5,00	Very high

3.5 Validity and Reliability

The Validity Test is a test used to measure the effectiveness of a measuring tool or measuring medium to obtain data, usually used to measure how effective a questionnaire is in obtaining data is more appropriate for the questions asked in the questionnaire (Cruz et al., 2021; Sultoni et al., 2020). Meanwhile, reliability is an index that shows the extent to which a measuring instrument can be trusted or relied upon so that the reliability test can be used to determine the consistency of the measuring instrument (Cruz et al., 2021; Sultoni et al., 2020). The validity and reliability test in this study was carried out on 20 non-research respondents who had the same characteristics as the research respondents. Table 2. The following are the results of the validity test of the quality of academic services in elementary schools in Sumedang Regency based on the calculation of SPSS 27.00:

Table 2. Validity Test of Academic Service Quality in Elementary Schools

No.	Pearson correlation	Sig	Description
1.	0.628	0.003	valid
2.	0.780	<0.001	valid
3.	0.889	<0.001	valid
4.	0.045	0.850	invalid
5.	0.817	<0.001	valid
6.	0.817	<0.001	valid
7.	0.862	<0.001	valid
8.	0.834	<0.001	valid
9.	0.869	<0.001	valid
10.	0.885	<0.001	valid
11.	0.882	<0.001	valid
12.	0.892	<0.001	valid
13.	-0.046	0.849	invalid
14.	0.883	<0.001	valid

15.	0.835	<0.001	valid
16.	0.860	<0.001	valid
17.	0.885	<0.001	valid
18.	0.900	<0.001	valid
19.	0.900	<0.001	valid
20.	0.846	<0.001	valid
21.	0.834	<0.001	valid
22.	0.860	<0.001	valid
23.	0.867	<0.001	valid
24.	0.858	<0.001	valid
25.	0.873	<0.001	valid
26.	0.836	<0.001	valid
27.	0.402	0.079	invalid
28.	0.383	<0.001	valid
29.	0.310	<0.001	valid
30.	0.474	<0.001	valid
31.	0.435	<0.001	valid
32.	0.571	<0.001	valid
33.	0.565	0.009	invalid
34.	0.247	0.009	Invalid
35.	0.247	0.011	Invalid
36.	0.047	0.294	invalid
37.	0.767	<0.001	valid
38.	0.820	<0.001	valid
39.	0.803	<0.001	valid
40.	0.773	<0.001	valid
41.	0.808	<0.001	valid
42.	0.820	<0.001	valid
43.	0.820	<0.001	valid
44.	-0.086	0.844	Invalid
45.	-0.041	0.719	Invalid
46.	-0.007	0.865	invalid
47.	0.657	<0.001	valid
48.	0.754	<0.001	valid
49.	0.857	<0.001	valid

From Table 2. above, the results of the validity test of the quality of academic services in elementary schools using Pearson showed that there were 10 question items that had invalid

values. The validity of a question item can be determined by the significance value. If the value of sig. < 0.005, then the question item can be said to be valid. Therefore, the value of sig. that exceeds 0.005 is declared invalid. So, the researcher follows up on the invalid question item by revising or improving it so that it can be reused as a research instrument. Next, table 3. is a test of the reality of the quality of academic services in elementary schools based on the calculation of SPSS 27.00:

Table 3. Reliability Test of Academic Service Quality in Elementary Schools

Reliability Statistics

Cronbach's Alpha	N of Items
.974	49

Based on table 3. The results of the reliability test of the quality of academic services in elementary schools show that Cronbach's alpha score is 0.974. The basis for taking the reliability test is that the questionnaire can be said to be reliable if Cronbach's alpha value > 0.6 (Meila Noor Syafria et al., 2020). Because the value of Cronbach's alpha obtained is 0.974, all question items in this study are declared reliable.

4. Findings

The following researcher describes the results that have been achieved in the research on the quality of academic services in elementary schools. The description of each part of this research is described in detail as follows:

4.1. Overview of the Quality of Academic Services in Elementary Schools in Sumedang Regency

The quality of elementary school academic services in this study consists of indicators of reliability, responsiveness, assurance, empathy, and tangibles. These indicators are then developed into question items related to the quality of academic services in elementary schools. All these questions were measured quantitatively through a questionnaire distributed to respondents. The measurement of each indicator will show the extent of the quality of elementary school academic services in Sumedang Regency. Table 4. shows the quality of elementary school academic services implemented in Sumedang Regency:

Table 4. Overview of Academic Service Quality in Elementary Schools

Variable	Items	N	Mean	Std. Deviation	Category
Reliability	1. The school has a fast request procedure for your needs	50	3.24	1.415	High
	2. The school has a proper procedure for requesting your needs	50	3.39	1.298	High
	3. The school has a procedure for receiving complaints quickly	50	3.39	1.248	High
	4. The school has an appropriate procedure for receiving complaints	50	3.42	1.300	High
	5. The school provides fast academic administration services	50	3.39	1.298	High
	6. The school provides appropriate academic administrative services	50	3.36	1.319	High
	7. The school provides a schedule of student services that are carried out appropriately	50	3.27	1.398	High
	8. The school has uncomplicated service procedures	50	3.33	1.407	High

		50	3.48	1.326	High
Responsiveness	**9. The principal is quick to respond in solving the needs of students**	**50**	**3.48**	**1.326**	**High**
	10. Teachers are quick to respond in solving student needs	50	3.45	1.325	High
	11. School staff are quick to respond in solving student needs	50	3.33	1.339	High
	12. The principal provides easy-to-understand information	50	3.48	1.372	High
	13. Teachers provide easy-to-understand information	50	3.48	1.395	High
	14. School staff provide easy-to-understand information	50	3.55	1.301	High
Assurance	15. The principal masters what he is responsible for	50	3.48	1.372	High
	16. School staff master what is their responsibility	50	3.48	1.326	High
	17. Teachers have good abilities in providing subject matter	50	3.58	1.324	High
	18. Teachers have good skills in work	50	3.33	1.384	High
	19. The school staff have good skills in working	50	3.36	1.295	High
	20. The principal is polite in providing services	50	3.58	1.370	High
	21. The principal is friendly in providing services	50	3.61	1.368	High
	22. Teachers are polite in providing services	50	3.61	1.321	High
	23. Teachers are friendly in providing services	50	3.55	1.371	High
	24. School staff are polite in providing services	50	3.48	1.278	High
	25. The school staff is friendly in providing services	50	3.48	1.302	High
	26. There is a guarantee of safety for students from the services provided	50	3.39	1.368	High
Emphaty	27. The principal pays special attention to the needs of the students	50	3.27	1.376	High
	28. Teachers pay special attention to the needs of students	50	3.33	1.407	High
	29. School staff pay special attention to the needs of students	50	3.24	1.415	High
	30. The principal pays attention to student complaints	50	3.36	1.319	High
	31. Teachers pay attention to student complaints	50	3.39	1.345	High
	32. School staff pay attention to student complaints	50	3.39	1.321	High
	33. The principal provides the same service to all students regardless of social status and others	50	3.52	1.372	High
	34. Teachers provide the same service to all students regardless of social status and others	50	3.42	1.324	High

	35. The school staff provides the same service to all students regardless of social status and others	50	3.48	1.278	High
Tangibles	36. Classroom cleanliness is maintained	50	3.42	1.324	High
	37. Classroom neatness is maintained	50	3.42	1.393	High
	38. Classroom comfort is maintained	50	3.39	1.391	High
	39. The exterior of the classroom is organized	50	3.33	1.407	High
	40. The interior of the classroom is organized	50	3.36	1.365	High
	41. Schools maintain the completeness of the equipment used in the teaching and learning process	50	3.30	1.425	High
	42. Schools maintain the readiness of equipment used in the teaching and learning process	50	3.39	1.435	High
	43. The school maintains the cleanliness of the equipment used in the teaching and learning process	50	3.36	1.432	High
	44. The principal is neat-looking	50	3.58	1.347	High
	45. The teacher looks neat	50	3.55	1.325	High
	46. The school staff is present-looking	50	3.48	1.278	High
	47. The principal is clean looking	50	3.55	1.325	High
	48. Clean-looking teacher	50	3.55	1.325	High
	49. The school staff is clean looking	50	3.52	1.302	High
	Valid N (Litswise)	50			

From Table 4, the results of the study found that the quality of elementary school academic services in Sumedang Regency has reached the high category overall. This can be seen from the research data, which shows the absence of low categories in each indicator in each dimension. The first dimension, namely the reliability of teachers, assesses that schools provide fast and appropriate request procedures, admission procedures, and service procedures according to needs. Academic administrative service procedures are also carried out clearly and uncomplicated. Thus, the quality of academic services in elementary schools in the dimension of reliability has reached a high category according to the achievements in each indicator. So that this academic service needs to be maintained to maintain the quality that has been achieved.

Furthermore, the second dimension, namely teacher responsiveness, assesses that the principal, teachers, and school staff as stakeholders have been able to solve the needs of students quickly and responsively. In addition, school principals, teachers, and school staff also provide information that is easy to understand for the recipients of information. So, the quality of academic services in elementary schools in the dimension of responsiveness has reached a high level in accordance with the achievements in each indicator. Thus, the quality that has been possessed in this dimension needs to be maintained so that schools can continue to provide fast and responsive services as needed.

The third dimension is assurance; in this dimension, teachers assess that the school can provide good quality assurance. This is evidenced by the abilities and skills possessed by school principals, school staff, and teachers in mastering their responsibilities at work. In addition, both principals, teachers, and school staff also provide polite and friendly service by providing security guarantees to students for their needs. Thus, the quality of academic services in elementary schools in the dimension of assurance has reached a high category according to the achievements in each indicator. This quality needs to be maintained so that the academic services provided can prioritize quality assurance for school residents both in terms of comfort and safety.

The fourth dimension is empathy; in this dimension, the teacher assesses that the school has a high sense of empathy. This can be seen in the attention given by the principal, teachers, and school staff to the needs of students. Not only that, but attention is also paid to complaints made by students. The services provided in this case are carried out fairly and evenly regardless of the social status and background of the students. Therefore, the quality of academic services in elementary schools in the dimension of empathy has reached a high category in accordance with the achievements in each indicator. This good quality needs to be maintained so that schools can continue to provide services that prioritize attention and special services to the needs of students.

The last dimension in this study is tangibles (physical form services) related to facilities and infrastructure in schools. In this dimension, teachers consider that the facilities and infrastructure owned by the school are adequate and suitable for use. The services provided by the school are in the form of physical classrooms that are clean, neat, and comfortable. The exterior and interior of the classroom are well organized, and the school maintains the completeness, readiness, and versatility of the equipment used in the teaching and learning process. This dimension is not only related to school facilities and infrastructure but also the physical appearance of the principal, teachers, and school staff, who always look neat and clean in the school environment. Thus, the quality of academic services in elementary schools in the dimension of assurance has reached a high category according to the achievements in each indicator. Good service quality in this dimension must be maintained so that the equipment, classrooms, and physical appearance of the principal, teachers, and school staff can give a comfortable and pleasant impression to students and all school residents.

4.2. Overview of Perception of Academic Service Quality in Elementary Schools

The perception of the quality of academic services in schools is related to the percentage obtained from the results of research on teachers' perception of the quality of academic services. The percentage is related to how teachers' perception of the quality of academic services reaches a high category, as seen from each indicator in each dimension. The dimensions assessed consist of reliability, responsiveness, assurance, empathy, and tangibles. The following is the teacher's perception of the quality of academic services in elementary schools in Sumedang Regency, as shown in Table 5.

Table 5. Overview of Perception of Academic Service Quality in Elementary Schools

Variable	Strongly Agree	Agree	Doubtful	Disagree	Strongly disagree
Reliability	30%	16%	22%	27%	6%
Responsiveness	32%	17%	26%	16%	9%
Assurance	33%	17%	25%	17%	8%
Emphaty	31%	13%	27%	20%	9%
Tangibles	31%	18%	25%	15%	11%

In Table 5, the results of the study found that, in general, teachers strongly agree with the quality of elementary school academic services in Sumedang Regency, which reached the high category. This can be seen in the first dimension, namely reliability; as many as 30% of teachers stated that they strongly agreed, and 16% of teachers stated that academic services in elementary schools already have a high-reliability dimension. Furthermore, the second dimension is responsiveness; as many as 32% of teachers stated that they strongly agree, and 17% agree that academic services in elementary schools already have a dimension of responsiveness with a high category. The third dimension, namely assurance, was that as many as 33% of teachers stated that they strongly agreed, and 17% of teachers stated that academic services in elementary schools already had a dimension of assurance (quality assurance) with a high category. In the fourth dimension, namely empathy, as many as 31% of teachers stated that they strongly agreed, and 13% of teachers stated that academic services in elementary schools already have a dimension of empathy (empathy) with a high category. Then the last dimension is tangibles (physical form services); in this dimension, as many as 31% of teachers stated that they strongly agreed, and 18% of teachers stated that academic

services in elementary schools already have a dimension of tangibles (physical form services) with a high category. Thus, most teachers have the same perception regarding the quality of elementary school academic services in Sumedang Regency with a high category.

4.3. An Overview of the Average Quality of Academic Services in Elementary Schools

Based on the overview per dimension above, the following is a comparison of the average quality of academic services applied to elementary schools in Sumedang Regency which consists of an overview:
1. Reliability
2. Responsiveness
3. Assurance
4. Empathy
5. Tangibles

Figure 1. is an overview of the comparison of each indicator of the quality of academic services in elementary schools implemented in Sumedang Regency:

AVERAGE QUALITY OF ACADEMIC SERVICES IN PRIMARY SCHOOLS

3.35 Reliability · 3.46 Responsiveness · 3.49 Assurance · 3.38 Emphaty · 3.44 Tangibles
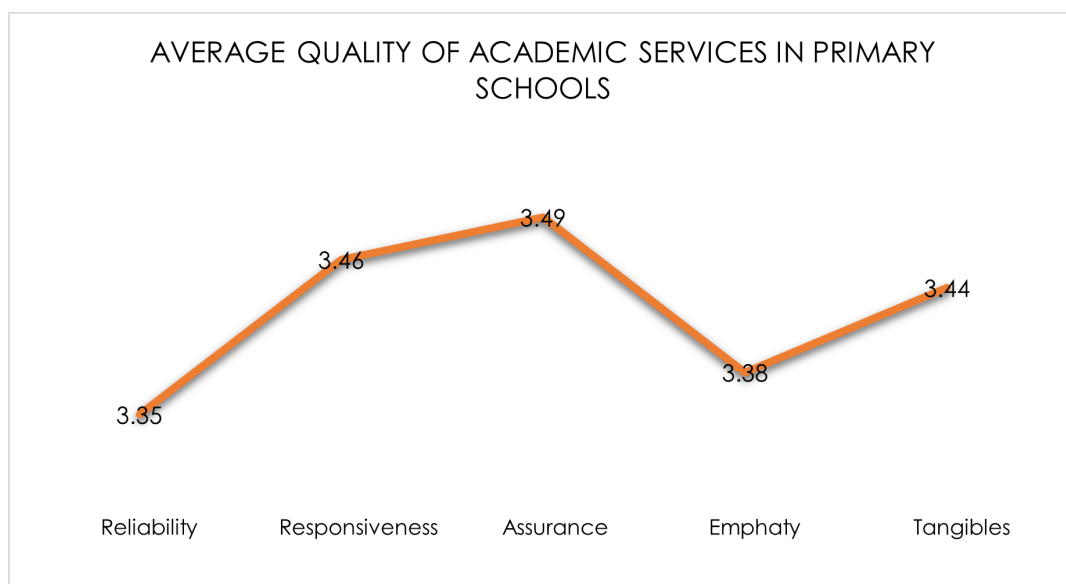
Figure 1. An Overview of the Average Quality of Academic Services in Primary Schools

Based on Figure 1. The survey results found that the first dimension, namely assurance, has an average of 3.49 with a high category. The second statement, responsiveness, averages 3.46 with a high category. The three dimensions of tangibles (physical form services) have an average of 3.44, with a high category. The four empathies (empathy) average 3.38, with a high category. The last reliability dimension has an average of 3.35 with a high category. From the results of these calculations, it can be concluded that in the teacher's view, the assurance dimension is the highest dimension, while the reliability dimension is the lowest dimension owned by the quality of elementary school academic services in Sumedang Regency.

4.4. Overview of the Percentage of Perception of Academic Service Quality in Elementary Schools

Furthermore, this section describes the percentage of teachers' perception responses to the quality of academic services in elementary schools. Figure 2. The following is an overview of the percentage of each perception of the quality of academic services in elementary schools implemented in Sumedang Regency.
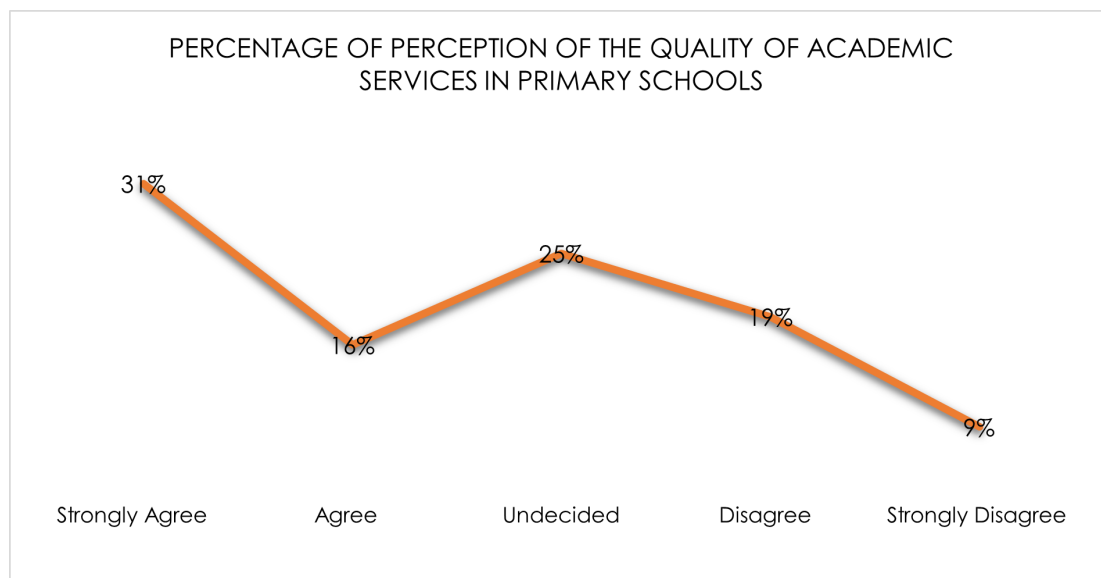
PERCENTAGE OF PERCEPTION OF THE QUALITY OF ACADEMIC
SERVICES IN PRIMARY SCHOOLS

31%

25%

19%

16%

9%

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Figure 2. Percentage of Perception of Academic Service Quality in Elementary Schools

Based on Figure 2, the survey results concluded that 31% of teachers strongly agreed that the academic services of elementary schools in Sumedang Regency were of high quality overall. Furthermore, 25% are hesitant, 18% agree, 15% disagree, and 11% strongly disagree that the academic services of primary schools in Sumedang Regency have been of high quality. From these results, teachers are of the opinion that the academic services of elementary schools in Sumedang Regency have mostly been of high quality.

5. Discussion

5.1. Overview of the Quality of Academic Services in Elementary Schools in Sumedang Regency

The quality of academic services is the value provided by customers to the extent that the academic services provided are in accordance with customer expectations (Marthalina, 2018). The quality of academic services will determine the extent to which elementary school educational institutions can implement the quality of academic services effectively and efficiently. Based on the results of the research, the general overview of the quality of elementary school academic services in Sumedang Regency has met the dimensions of reliability, responsiveness, assurance, empathy, and tangibles with high quality. This indicates that, in general, elementary schools in Sumedang Regency have been able to provide satisfaction to teachers to meet the expectations and needs of academic services for the school, both principals, teachers, school staff, and students. The quality of academic services provided by educational institutions is positively correlated with customer satisfaction, in this case, the school, such as principals, teachers, school staff, and students (Khoo, Ha, & McGregor, 2017). Through the results of this study, it can be seen that teachers are satisfied with the quality of elementary school academic services in Sumedang Regency, which reaches a high category in each dimension, namely reliability, responsiveness, assurance, empathy, and tangibles (physical form services) in each of its achievement indicators, meaning that when these five dimensions are met, the academic services offered by the school can be said to be of high quality (Lastriyani et al., 2024).

5.2. Overview of Perception of Academic Service Quality in Elementary Schools

The perception of the quality of academic services is related to teachers' views on the feasibility of elementary school academic services in Sumedang Regency, which reaches the high category. Based on the results of the research, the general picture of the perception of the quality of elementary school academic services in Sumedang Regency has been feasible to achieve high quality. This can be seen from the majority of teachers who answered "strongly agree" and "agree" with a considerable percentage. In this case, the quality of service

provided by schools can cause customer satisfaction, thereby proving that service quality and customer satisfaction have a positive and significant relationship (Fida et al., 2020). However, from the results of the study, it was also found that it was quite contradictory, where the general picture of customer perception of the quality of academic services in the tangibles dimension showed the highest percentage in the category of strongly disagreeing, but on the one hand, the assurance dimension in the category of strongly agreeing showed a very high percentage. In fact, basically, when a school offers high-quality assurance, it means that the school will offer the best quality of service for all areas of service itself (Masoko et al., 2023).

5.3. An Overview of the Average Quality of Academic Services in Primary Schools

The quality model of educational and academic services is shaped by elements such as responsiveness, assurance, tangible aspects, empathy, and reliability that aim to meet customer needs and satisfaction (Syam & Arifin, 2019). The quality of academic services greatly contributes to the implementation of elementary schools (Sunaengsih et al., 2023). Based on the results of the study, the general picture of the quality of academic services in elementary schools shows an average that falls into the high category. However, it is necessary to improve the reliability dimension so that the academic services provided can be realized according to the plan more accurately and reliably. Academic services are said to be of high quality if the entire service can meet all aspects of customer satisfaction (Susetyo et al., 2022). In addition, academic services are also expected to provide fast and appropriate request procedures, admission procedures, and service procedures according to the needs of school residents (Ridhwan et al., 2018). Meanwhile, to maintain the academic quality that has been achieved, schools must continue to provide satisfactory and maximum services (Muhabbabe, & M., E., 2022).

5.4. Overview of the Percentage of Perception of Academic Service Quality in Elementary Schools

In general, teachers have the perception of "strongly agreeing," which means that overall, the elementary school academic services that have been implemented in Sumedang Regency are of high quality. This indicates that the quality of academic services in elementary schools is in accordance with the specifications and expectations of teachers as the target of the implementation of academic services (María, Y. D. S., & Saorín, J. M., 2022). Academic services are said to be of high quality if they are in accordance with the needs of their customers (Marthalina, 2018). The higher the quality of service for teachers, the more satisfaction they will feel, creating a good perception of service (Kartiwi, A. P., & Sa'ud, U. S., 2015). However, in the general perception of the quality of academic services, it is necessary to consider the process of identifying specific factors that cause gaps between one perception and another in each dimension of academic service quality (Lastriyani et al., 2024).

6. Conclusion

Based on the results of the research, it can be concluded that the quality of academic services in elementary schools in Sumedang Regency has achieved high quality by fulfilling the dimensions of reliability, responsiveness, assurance, empathy, and tangibles (physical form services). The achievement of high categories in each dimension needs to be maintained so that teachers, as customers, can have a sense of satisfaction in receiving academic services in elementary schools. Then, the perception of the quality of elementary school academic services in Sumedang Regency has also been feasible to achieve high quality. This perception is closely related to teachers' satisfaction in each available dimension, be it reliability, responsiveness, assurance, empathy, or tangibles (physical services). Furthermore, the average of each dimension has reached a high category, although special attention is required to be paid to the reliability dimension, which has the lowest average among all dimensions. Finally, teachers have the same perception, namely "strongly agree" with the academic services of elementary schools in Sumedang Regency, which are of high quality overall. Thus, the quality of elementary school academic services in Sumedang Regency has been able to meet the expectations and needs of teachers to produce good satisfaction and perception in the implementation of effective and efficient academic services.

Limitation

The limitation of this study is that the scope of the research is still limited to the elementary school education level with teacher respondents. Other respondents, such as school principals, students, or school staff, are needed as comparative data and data analysis materials obtained from teachers. This research is still limited to a survey method that only looks at the picture of the quality of academic services in its dimensions but has not in-depth compared other factors and causes and effects that affect the quality of academic services in elementary schools.

Recommendation

Based on the results of the survey on the quality of academic services in elementary schools, it was found that, in general, the academic services of elementary schools in Sumedang Regency are of high quality in their implementation. However, there are still indicators in each dimension that need improvement and refinement to provide even better results in the future. It is important to conduct a survey of the quality of academic services in elementary schools periodically so that the school can determine the extent of the quality of academic services that have been implemented and evaluate the shortcomings that still occur. In addition, it is necessary to conduct further research using different methods and more varied respondents. In addition, comparative research and examining the causes and effects of academic quality need to be carried out to deepen the study of the quality of academic services in the future.

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Conflict of Interest

The author states that in the research conducted, there is no substantive conflict of interest or funding that may give rise to interpretations that will affect the results or interpretation of the manuscript.

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