
Analyzing Service Gaps and Improvement Priorities in Academic Administrative Services: A Gap and Importance-Performance Analysis Approach

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ABSTRACT: This study aims to analyze the quality of academic administrative services in the Department of Primary School Physical Education, Faculty of Sports and Health Sciences, Universitas Negeri Yogyakarta, using the Gap Analysis and Importance Performance Analysis (IPA) approaches. The research focuses on examining the gap between students' expectations of academic administrative services and their perceptions of the services received, and identifying priority areas for improvement based on levels of importance and performance. A quantitative survey design was employed. The research sample consisted of students from various faculties selected through purposive sampling. The research instrument was a questionnaire with a five-point Likert scale covering service quality dimensions, namely tangibles, reliability, responsiveness, assurance, and empathy. Data analysis was conducted by calculating the gap between perception and expectation scores and mapping service indicators into the IPA Cartesian diagram to determine improvement priorities. The results show that all service quality dimensions had negative gap values, indicating that service performance has not fully met students' expectations. The tangibles and reliability dimensions had the most significant gaps, highlighting the need to improve facilities and service consistency. Based on the IPA, several service indicators fell into the quadrant of top-priority improvements, particularly regarding service timeliness, facility availability, and the competence of administrative staff. Accordingly, this study recommends continuously improving academic administrative service quality by upgrading facilities, enhancing human resource capacity, and strengthening technology-based service systems.

KEYWORDS: Academic service quality; Gap analysis; Importance-Performance Analysis

I. INTRODUCTION

The development of the education sector has positioned higher education institutions not only as providers of academic services but also as crucial service industries. Universities are expected to go beyond delivering educational services by striving to meet the expectations of students who pursue higher education, intending to develop their potential and enhance their competitiveness in the job market. Education stakeholders recognize the importance of broadening their perspectives to achieve universal access to quality basic education (Garira et al., 2019). The main output of higher education is human resources who contribute to national development and industry, while its service users include multiple stakeholders such as students, parents, and employers who hire graduates from these institutions.

In the current era, service quality is considered one of the key factors in achieving competitive advantage. This is particularly relevant as the quality of academic services significantly influences students' choice of higher education institutions. Student satisfaction is achieved when the services provided align with their needs and expectations. Service quality can be understood as the degree of excellence expected, along with efforts to maintain such excellence in order to meet student expectations. Considerable attention has been given to measuring service quality, with SERVQUAL (Service Quality) being one of the most widely recognized instruments introduced by Parasuraman (2001:26). This framework identifies a comprehensive set of service attributes that customers use to evaluate performance, encompassing five dimensions: reliability, responsiveness, assurance, empathy, and tangibles.

To deliver high-quality educational services, universities with established reputations are expected to maintain their credibility through continuous efforts to enhance service quality. Strong service performance is critical in meeting students' expectations as primary consumers of higher education. When expectations are fulfilled, student satisfaction is achieved. In this regard, student satisfaction is closely linked to the degree of alignment between their expectations and the actual quality of services received.

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One strategy to ensure this alignment is by conducting service quality evaluations to determine whether discrepancies exist between students' expectations and their perceptions of received services (Rosi, 2015). High-quality academic services are crucial in supporting the success of the educational process at universities. As the main service users, students form expectations and perceptions of the quality of academic administration institutions provide. To assess and better understand the attributes of service that students value, the SERVQUAL model is frequently applied. This model outlines five key dimensions that shape service quality: (1) Tangibles: physical facilities, equipment, personnel appearance, and communication materials; (2) Reliability: the ability to perform promised services dependably and accurately; (3) Responsiveness: the willingness and ability to assist students and provide prompt service; (4) Assurance: knowledge, courtesy, and trustworthiness of staff; and (5) Empathy: individualized attention and genuine concern for students. Understanding these attributes is essential to ensure that services meet student needs and expectations, thereby enhancing both satisfaction and academic performance. Academic administrative services, in particular, play a vital role in supporting the teaching and learning process. High-quality administrative services positively influence student satisfaction and departmental operational effectiveness. However, delivering optimal administrative services often poses challenges. To address this issue, service quality is typically assessed using SERVQUAL and further analyzed with Gap Analysis (GA) and Importance-Performance Analysis (IPA). Gap Analysis is used to examine differences between expectations and perceptions across the five SERVQUAL dimensions. At the same time, IPA provides a comparison of expected and actual service performance from the perspective of students.

Addressing these gaps requires proposing priority actions grounded in an in-depth analysis of current academic service quality. Identifying critical areas for improvement and implementing targeted strategies can significantly enhance the quality of academic administrative services. This study, therefore, aims to identify the most critical service attributes for students and provide priority recommendations to improve the quality of academic administrative services in higher education institutions.

II. METHOD

This study employed an evaluation research approach. The focus of the study was to examine and analyze policies related to academic administrative services implemented by the Department of Primary School Physical Education, Faculty of Sports Science and Health, Universitas Negeri Yogyakarta. The policy analysis model applied in this research was content analysis, combined with Gap Analysis and Importance-Performance Analysis (IPA). According to Bungin (2012, p. 231), content analysis is a research technique used to generate replicable and valid inferences from data within its context. Similarly, Widodo (2006, p. 23) emphasized that content analysis centers on the interpretation of textual or service-related content. In this study, the object of analysis was the academic administrative services provided by the Department of Primary School Physical Education, Faculty of Sports Science and Health, Universitas Negeri Yogyakarta. The analysis was conducted by assessing service attributes based on the SERVQUAL dimensions, tangibles, reliability, responsiveness, empathy, and assurance (Parasuraman et al., 1985), as well as an additional dimension of relevance, which reflects the extent to which the services align with student needs and expectations.

III. RESULTS AND DISCUSSION

A. RESULTS

1. Analysis of the Conformity Level of Importance and Performance Variables

The conformity level analysis was conducted to determine the achievement of service quality performance in education as assessed by students. This measurement was carried out by comparing the actual services received with the expected services. The conformity value, expressed as a percentage, reflects the quality of service performance based on the ratio between students' perceptions of actual services and their expectations.

a. Conformity Level of Academic Administrative Services in the Department of Primary School Physical Education

Table 1. Calculation of the Conformity Level of Academic Administrative Service Quality in the Tangibles Dimension

No	Description	Mean Importance		Mean Performance		Suitability Level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	The available physical facilities which adequately support academic administrative services.	5.49	5.44	5.18	5.26	94%	97%

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2	The administrative service room is equipped with adequate facilities	5.37	5.17	96%
3	Equipment used in administration is always in good condition	5.39	5.12	96%
4	The availability of computers and other technologies greatly supports administrative processes	5.52	5.33	97%
5	Technology used in administrative services is always up-to-date	5.33	5.25	96%
6	Administrative staff always provide required documents promptly	5.44	5.27	98%
7	Administrative documents provided are always neat and complete	5.39	5.33	98%
8	Administrative staff are always neatly and politely dressed while on duty	5.43	5.33	98%
9	The appearance of administrative staff reflects professionalism in their work	5.42	5.32	98%

The overall mean conformity percentage for the tangibles dimension was 97%, which falls into the “good” category since it exceeds 90%. However, one attribute, the availability of physical facilities (94%), was below the average, making it the lowest conformity percentage within this dimension.

Table 2. Calculation of Service Quality Conformity in Academic Administration

No	Description	Mean Importance		Mean Performance		Suitability Level %	
		Per attribute	Dimension	Per attribute	Dimensi	Perattribute	Dimension
1	Administrative staff provide consistent services over time.	5.37	5.19	5.25	5.04	98%	97%
2	Administrative services are delivered with a high level of consistency	5.4		5.22		97%	
3	I always receive accurate information from the administrative staff.	5.43	5.19	5.33	5.04	98%	97%
4	Administrative staff always deliver services on time.	5.45		5.25		96%	
5	I often experience slow service.	3.39		3.34		99%	
6	Administrative staff have good capabilities in handling various types of requests.	5.41		5.21		96%	
7	The services provided by the administrative staff meet my expectations as a student.	5.42		5.21		96%	

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8	Administrative staff are able to effectively resolve the problems I encounter.	5.42	5.22	96%
9	I trust the competence of the administrative staff in handling administrative issues.	5.41	5.27	97%

Reliability refers to employees' ability to deliver services accurately and consistently. The mean conformity percentage in this dimension was 97%. The lowest conformity values (96%) were found in attributes related to problem-solving and the ability to handle issues effectively.

Table 3. Calculation of Service Quality Conformity in Academic Administration

No	Description	Mean Importance		Mean Performance		Suitability Level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff always respond quickly to student complaints.	5.46	5.18	5.22	4.94	96%	95%
2	My complaints are always handled promptly.	5.38		5.12		95%	
3	I can easily access assistance from the administrative staff when needed.	5.41		5.21		96%	
4	Administrative staff are always ready to help when I encounter difficulties.	5.37		5.21		97%	
5	The information provided by the administrative staff is always clear and easy to understand.	5.39		5.21		97%	
6	Notice boards or other media are always updated with the latest information.	5.36		5.05		94%	
7	Administrative staff provide additional useful information without being asked.	5.35		5.12		96%	
8	Administrative staff handle my complaints seriously and thoroughly.	5.38		5.19		97%	
9	Administrative staff are not always available at their desk.	3.53		3.16		89%	

Responsiveness, or the ability of administrative staff to promptly address student concerns, is crucial and reflects proactive actions taken before complaints arise. Based on Table 3, the mean conformity percentage for responsiveness was 95%. The lowest percentage (89%) was recorded for the attribute "Administrative staff are not always available at their desk."

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Table 4. Calculation of Service Quality Conformity in Academic Administration

No	Description	Mean Importance		Mean Performance		Suitability Level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff have sufficient knowledge of the information I need.	5.36	5.15	5.16	4.98	96%	97%
2	The information provided by administrative staff always meets my needs.	5.38		5.17		96%	
3	Administrative service policies are well socialized to students.	5.38		5.17		96%	
4	Administrative service procedures are easy to understand and follow.	5.33		5.17		97%	
5	My personal data and information are kept confidential by administrative staff.	5.41		5.33		99%	
6	I can easily obtain the personal data of other students.	3.4		3.36		99%	
7	Administrative staff are always friendly when serving me.	5.46		5.26		96%	
8	I feel comfortable interacting with administrative staff.	5.44		5.21		96%	

As shown in Table 4, the mean conformity percentage for the assurance dimension was 97%. The lowest conformity values, at 96%, were found in five attributes. However, since all values remain above 90%, these do not require immediate improvement.

Table 5. Calculation of Service Quality Conformity in Academic Administration

No	Description	Mean Importance		Mean Performance		Suitability Level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff listen carefully when I express my needs or problems.	5.42	5.41	5.25	5.25	97%	97%
2	Communication carried out by administrative staff is clear and effective.	5.47		5.28		96%	
3	Administrative staff understand my needs and expectations as a student.	5.43		5.29		97%	
4	Administrative staff are proactive in offering solutions to the problems I face.	5.4		5.24		97%	
5	Special services are provided for students with specific needs.	5.42		5.26		97%	
6	Administrative staff are flexible in adjusting services according to the situation.	5.41		5.3		98%	

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7	Administrative staff give their full attention when serving me.	5.37	5.21	97%
8	I feel valued as an individual when dealing with administrative staff.	5.38	5.21	97%

Within the empathy dimension, the attribute “Communication carried out by administrative staff is clear and effective” had the lowest conformity value (96%). Overall, the mean conformity percentage for empathy was 97%.

Table 6. Overall Average of Service Quality Conformity in Academic Administration Based on the Five SERVQUAL Dimensions

Dimension	Mean importance	Mean performance	Conformity Level (%)
Tangibles	5.44	5.26	97%
Reliability	5.19	5.04	97%
Responsiveness	5.18	4.94	95%
Assurance	5.15	4.98	97%
Empathy	5.41	5.25	97%
Overall Average	5.27	5.09	97%

The average conformity across all dimensions for academic administrative services in the Department of Primary School Physical Education, Faculty of Sport Sciences, Universitas Negeri Yogyakarta (Fakultas Ilmu Keolahragaan dan Kesehatan, FIKK UNY), was 97%. This value was used as a cut-off point: services with a conformity level above 97% were categorized as “good,” while those below 97% were “less satisfactory.”

The lowest conformity value was in the responsiveness dimension (95%), followed by the other four dimensions at 97%. Of the total items, 19 attributes (44%) scored below the cut-off, indicating areas requiring improvement. Thus, while overall service quality met student expectations, specific aspects of responsiveness and other attributes below 97% should be prioritized. These priorities were further mapped through Importance-Performance Analysis (IPA).

2. Performance-Importance Gap Analysis (Gap P-I)

Gap analysis refers to the difference between students’ expectations of the service quality they should receive from the Economics Education Study Program and their assessment of the actual service quality they have experienced. This analysis was carried out with the aid of Microsoft Excel. The gap analysis was conducted on lecturer services in the learning process as well as on academic administrative staff services in the Economics Education Study Program, using the SERVQUAL model as the analytical framework. Specifically, the gap analysis was performed at three levels: service item, service dimension, and overall mean. The results of the P-I (Performance-Importance) gap calculation for each item, each dimension, and the overall mean are presented in the following table.

a. Calculation of Academic Administration Service Gap

Table 7. Calculation of the Performance-Importance Gap (P-I Gap) for Academic Administration Services, Physical Evidence Dimension

No	Description	Mean Importance		Mean Performance		GAP P-I	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	The available physical facilities support academic administrative services well.	5.49	5.44	5.18	5.26	-0.3	-0.17
2	The administrative service area is equipped with adequate facilities.	5.37		5.17		-0.2	

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3	The equipment used in administration is always in good condition.	5.39	5.12	-0.24
4	The availability of computers and other technologies greatly supports the administrative process.	5.52	5.33	-0.19
5	The technology used in administrative services is always up-to-date.	5.33	5.25	-0.2
6	Administrative staff always provide the required documents promptly.	5.44	5.27	-0.12
7	Administrative documents provided are always neat and complete.	5.39	5.33	-0.1
8	Administrative staff are always neatly and politely dressed while on duty.	5.43	5.33	-0.09
9	The appearance of administrative staff reflects professionalism at work.	5.42	5.32	-0.12

In the tangible dimension of academic administrative services, a negative gap value of -0.17 was identified, indicating that students' expectations have not been fully met by the actual services they experienced. In other words, the physical facilities and administrative support resources are still perceived as less optimal compared to students' expectations.

Table 8. Calculation of Gap Performance-Importance (Gap P-I) in Academic Administrative Services - Reliability Dimension

No	Description	Mean Importance		Mean Performance		Conformity level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff provide consistent services over time.	5.37	5.19	5.25	5.04	-0.13	-0.16
2	Administrative services are delivered with a high level of consistency.	5.4		5.22		-0.18	
3	I always receive accurate information from the administrative staff.	5.43		5.33		-0.11	
4	Administrative staff always deliver services on time.	5.45		5.25		-0.2	
5	I often experience slow service.	3.39		3.34		-0.04	
6	Administrative staff have good capabilities in handling various types of requests.	5.41		5.21		-0.2	
7	The services provided by the administrative staff meet my expectations as a student.	5.42		5.21		-0.21	
8	Administrative staff are able to effectively resolve the problems I encounter.	5.42		5.22		-0.21	

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9	I trust the competence of the administrative staff in handling administrative issues.	5.41		5.27		-0.14	
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All attributes in this dimension showed negative gaps. The largest gaps were found in the attributes “The services provided by administrative staff meet my expectations as a student” and “Administrative staff are able to effectively resolve the problems I encounter” (-0.21), suggesting that students felt services were not yet satisfactory.

Table 9. Calculation of Gap Performance-Importance (Gap P-I) in Academic Administrative Services-Responsiveness Dimension

No	Description	Mean Importance		Mean Performance		Conformity level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff always respond quickly to student complaints.	5.46	5.18	5.22	4.94	-0.23	-0.24
2	My complaints are always handled promptly.	5.38		5.12		-0.26	
3	I can easily access assistance from the administrative staff when needed.	5.41		5.21		-0.2	
4	Administrative staff are always ready to help when I encounter difficulties.	5.37		5.21		-0.15	
5	The information provided by the administrative staff is always clear and easy to understand.	5.39		5.21		-0.19	
6	Notice boards or other media are always updated with the latest information.	5.36		5.05		-0.3	
7	Administrative staff provide additional useful information without being asked.	5.35		5.12		-0.23	
8	Administrative staff handle my complaints seriously and thoroughly.	5.38		5.19		-0.19	
9	Administrative staff are not always available at their desk.	3.53		3.16		-0.37	

Responsiveness is the ability to help students and provide services quickly, as shown in the table above. The overall mean gap in responsiveness was -0.24, with the largest gap observed in “Administrative staff are not always available at their desk” (-0.37). This condition indicates that responsiveness remains a key area for improvement.

Table 10. Calculation of Gap Performance-Importance (Gap P-I) in Academic Administrative Services - Assurance Dimension

No	Description	Mean Importance		Mean Performance		Conformity level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff have sufficient knowledge of the information I need.	5.36	5.15	5.16	4.98	-0.2	-0.17

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2	The information provided by administrative staff always meets my needs,	5.38		5.17		-0.21	
3	Administrative service policies are well socialized to students.	5.38		5.17		-0.21	
4	Administrative service procedures are easy to understand and follow.	5.33		5.17		-0.16	
5	My personal data and information are kept confidential by administrative staff.	5.41		5.33		-0.08	
6	I can easily obtain the personal data of other students.	3.4		3.36		-0.03	
7	Administrative staff are always friendly when serving me.	5.46		5.26		-0.2	
8	I feel comfortable interacting with administrative staff.	5.44		5.21		-0.22	

The assurance dimension recorded a mean gap of -0.17. The largest negative gap (-0.22) was in “I feel comfortable interacting with administrative staff.” This highlights the importance of trust and confidence in service quality.

Table 11. Calculation of Gap Performance-Importance (Gap P-I) in Academic Administrative Services - Empathy Dimension

No	Description	Mean Importance		Mean Performance		Conformity Level %	
		Per attribute	Dimension	Per attribute	Dimension	Per attribute	Dimension
1	Administrative staff listen carefully when I express my needs or problems.	5.42	5.41	5.25	5.25	-0.17	-0.16
2	Communication carried out by administrative staff is clear and effective.	5.47		5.28		-0.2	
3	Administrative staff understand my needs and expectations as a student.	5.43		5.29		-0.14	
4	Administrative staff are proactive in offering solutions to the problems I face.	5.4		5.24		-0.16	
5	Special services are provided for students with specific needs.	5.42		5.26		-0.16	
6	Administrative staff are flexible in adjusting services according to the situation.	5.41		5.3		-0.11	
7	Administrative staff give their full attention when serving me.	5.37		5.21		-0.16	
8	I feel valued as an individual when dealing with administrative staff.	5.38		5.21		-0.17	

The attribute “Communication carried out by administrative staff is clear and effective” recorded the largest negative gap (-0.20). The overall mean gap for empathy was -0.16, indicating a need to improve interpersonal interactions.

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Table 12. Overall Average Gap Performance-Importance (Gap P-I) in Academic Administrative Services

Dimension	Mean Importance	Mean performance	Conformity Level (%)
Tangibles	5.44	5.26	-0.17
Reliability	5.19	5.04	-0.16
Responsiveness	5.18	4.94	-0.24
Assurance	5.15	4.98	-0.17
Empathy	5.41	5.25	-0.16
Overall Average	5.27	5.09	-0.18

Based on Table 12 regarding academic administrative staff services, it can be seen that all dimensions have negative values, with the highest gap found in the responsiveness dimension at -0.24. Meanwhile, for the P-I gap analysis per item, the results show that no attribute received a positive performance-importance score. The highest score was found in the attribute "I can easily access other students' personal data" with 0.03, while the lowest score was in the attribute "Administrative staff are not always present at their post" with -0.37.

The summary of the P-I gap analysis of academic administrative service quality across the five SERVQUAL dimensions indicates that the quality of academic administrative services at the Department of Primary School Physical Education, Faculty of Sports and Health Sciences, Universitas Negeri Yogyakarta, is considered satisfactory by students, with an overall gap score of 0.18. Although the measurement results comparing the mean performance and importance values across the five dimensions produced negative gap scores, according to Parasuraman (1991), a gap score of < -1 indicates good quality, while a score of > -1 indicates that the quality of services provided is not satisfactory. In principle, data obtained through the SERVQUAL instrument are used to calculate gap scores from the mean dimension-by-dimension analysis of educational service quality.

After determining the level of conformity and the P-I gap values, this study proceeded with an Importance-Performance Analysis (IPA) to identify priority service mapping. The Cartesian diagram was then employed to map which attributes fall into quadrants A, B, C, and D.

3. Paired Sample t-Test: Performance vs. Importance

The paired sample t-test was conducted to compare mean differences between performance and importance scores across dimensions.

Table 13. Paired Sample t-Test for Academic Administrative Services

ASPECT	DIMENSI KENYATAAN	DIMENSI HARAPAN	t	sig (2- tailed)
Tangibles	5.44	5.26	-7.186	0.000
Reliability	5.19	5.04	-8.185	0.000
Responsiveness	5.18	4.94	-10.253	0.000
Assurance	5.15	4.98	-6.490	0.000
Empathy	5.41	5.25	-18.753	0.000

Based on Table 13, it is shown that the statistical calculation using a paired sample t-test revealed a significant difference between respondents' mean assessments of performance and importance, with a significance value of 0.000. The t-test results also indicate that there is a gap between the services expected and the services perceived by students regarding the academic administrative services of the Department of Primary School Physical Education. The highest t-value was found in the empathy dimension (-18.753), identifying that students have higher expectations of service quality than the actual performance received.

The paired sample t-test results in this study are consistent with the SERVQUAL P-I gap analysis, which demonstrated that all five dimensions of educational service quality in the Department of Primary School Physical Education still show negative gap values in academic administrative services. The highest negative gap was found in the responsiveness dimension, with a gap of -0.24 in the administrative service process.

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4. Importance-Performance Analysis (IPA)

The importance-performance analysis was carried out by calculating the mean values for each statement attribute from both the importance and performance variables. Educational service attributes considered important by students but perceived as underperforming require greater attention from higher education management compared to attributes that students consider less important.

When educational services are perceived as important by students but underperforming in their delivery, higher education management, in this case, the Department of Primary School Physical Education, must prioritize improvements in these attributes. A large gap between performance and importance can serve as a reference for the department's management to focus resources and prioritize corrective measures on attributes requiring improvement.

The priority mapping analysis in this study was conducted across all respondents. Data processing using SPSS 19 generated a Cartesian IPA diagram illustrating student perceptions of academic administrative services in the learning process, as presented below.

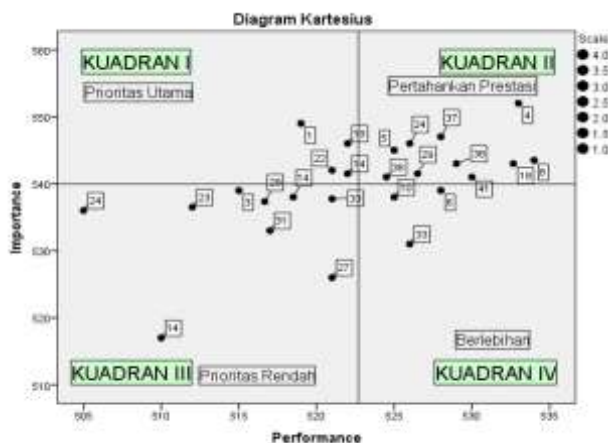


Figure 1 Cartesian Diagram of IPA for Academic Administrative Services

For academic administrative services in the Department of Primary School Physical Education, FIKK UNY, the Cartesian diagram above shows that, according to respondents, most attributes fall into Quadrant II with ten (10) attributes, followed by Quadrant III with nine (9) attributes, Quadrant I with four (4) attributes, and Quadrant IV with three (3) attributes.

Quadrant I maps service attributes that must become priority improvements because students place high expectations on them, yet performance is still perceived as unsatisfactory. The four (4) attributes located in Quadrant I are as follows:

- The availability of physical facilities adequately supports academic administrative services (item 1).
- I often experience slow services (item 14).
- Administrative staff always respond quickly to student complaints (item 19).
- Administrative staff are always ready to assist when I face difficulties (item 22)

Quadrant II represents attributes that students consider important and are already perceived as well-performed. Therefore, the Department of Primary School Physical Education must maintain these attributes to ensure continuous improvement and sustain student satisfaction. These attributes can also strengthen the department's reputation through positive word-of-mouth. Attributes in this quadrant include:

- The availability of computers and other technologies greatly supports the administrative process (item 4).
- The technology used in administrative services is always up-to-date (item 5).
- Administrative staff are always neatly and politely dressed while on duty (item 8).
- I trust the competence of administrative staff in handling administrative issues (item 18).
- Information boards or other media are always updated with the latest information (item 24).
- Information provided by administrative staff always meets my needs (item 29).
- Administrative staff listen carefully when I convey needs or problems (item 36).
- Communication conducted by administrative staff is clear and effective (item 37).
- Administrative staff understand my needs and expectations as a student (item 38).
- Administrative staff are flexible in adjusting services to the situation (item 41).

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Quadrant III shows attributes where students do not have high expectations, and therefore, both importance and performance are rated lower. Consequently, these attributes do not require prioritized improvement. The attributes in this quadrant include:

- Equipment used in administration is always in good condition (item 3).
- I often experience slow services (item 14).
- Information provided by administrative staff is always clear and easy to understand (item 23).
- Information boards or other media are always updated with the latest information (item 24).
- Administrative staff are not always available in the office (item 27).
- Information provided by administrative staff always meets my needs (item 29).
- Administrative procedures are easy to understand and follow (item 31).
- I can easily access other students' personal data (item 33).

Quadrant IV highlights attributes where performance is already good, even exceeding student expectations, despite these attributes not being considered highly important. Hence, they do not require focused improvement. The attributes in this quadrant are:

- Administrative staff always provide the required documents quickly (item 6).
- Administrative staff deliver consistent services over time (item 10).
- I can easily access other students' personal data (item 33).

From the analyses carried out in this study, including importance-performance matching, gap P-I analysis, paired sample ttest, and IPA mapping, it is consistently shown that students generally perceive the administrative services provided by the Department of Primary School Physical Education, FIKK UNY, as satisfactory. Although the gap analysis produced negative mean values between perceptions and expectations, the results indicate that the average per-dimension values remain above the <-1 threshold, suggesting that students' expectations have largely been met, despite certain attributes requiring priority improvements. The importance-performance matrix complements the gap analysis by not only highlighting the magnitude of discrepancies but also identifying which attributes should be prioritized for corrective measures. Services positioned in Quadrant I are deemed important by students, with a conformity level of 97%, yet still reveal negative P-I gap values.

B. DISCUSSION

1. Quality of Academic Administrative Services at the Department of Primary School Physical Education, FIKK UNY

Overall, the results indicate that the quality of academic administrative services in the department, measured across the SERVQUAL dimensions (reliability, responsiveness, assurance, empathy, and tangibles), is considered good by respondents. This is shown by mean values across the five dimensions meeting or exceeding the predetermined cut-off point. Nevertheless, specific attributes still recorded gaps where expected service exceeded perceived service, signaling areas requiring priority improvement. Specifically, four service attributes emerged that needed immediate attention. High-quality academic administrative services are crucial for strengthening the strategic position of the department as a reference in the education sector. Continuous evaluation and improvement are needed, particularly since the pace of quality enhancement in higher education services does not always keep up with rising demands from industry, the labor market, and society.

2. Service Quality Gap in Academic Administrative Services at the Department of Primary School Physical Education, FIKK UNY

Based on the results of the gap P-I analysis of educational service quality across the five SERVQUAL dimensions, it was found that academic administrative services in the Department of Primary School Physical Education, FIKK UNY, show the highest mean gap in the responsiveness dimension (-0.24), followed by empathy (-0.16) and reliability. In practice, these dimensions both exhibit negative gap values, which indicates that the performance of academic administrative services in the department, according to student perceptions, is already considered good, since the mean score across the five SERVQUAL dimensions was <-1 in accordance with Parasuraman's (1991) theory. Nevertheless, improvements must still be prioritized because the overall results show negative gap values, meaning that some items of service, as perceived by students, have not yet met expectations.

The overall mean gap score for academic administrative services was -0.18, with the mean importance score (5.27) rated higher than the mean performance score (5.09). This indicates that improvements are still necessary in the delivery of academic administrative services. These findings are consistent with Parasuraman (1985, in Tjiptono, 2002), who stated that service quality is considered good if the perceived service exceeds expectations. In contrast, service quality is considered poor if the service

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received is lower than what was expected. This is because the relationship between expected service and perceived service influences service quality. Therefore, although academic administrative services in the Department of Primary School Physical Education, FIKK UNY, are generally perceived as good by students, since the gap obtained is < -1 , improvements remain necessary to ensure greater comfort and satisfaction among students.

3. Service Attributes Considered Important by Students Based on the Five SERVQUAL Dimensions

In this study, the Cartesian diagram was used to illustrate the positioning of factors that reflect the level of importance for students. The results showed that several factors fell into Quadrant A, which represents attributes that should be the main priority for improvement. These are factors that students consider highly important but whose performance has not yet met their expectations. Based on the proposed priority improvements and the identification of service quality factors that students regarded as most important, the researcher elaborates the managerial implications, particularly for Quadrants A and B, so as to avoid subjective evaluation. These findings are consistent with the gap analysis, conformity analysis, and paired sample t-test results previously described for the Department of Primary School Physical Education, FIKK UNY. This is expected to serve as input for the department in prioritizing improvements according to the Importance-Performance Analysis (IPA) framework as outlined by Tjiptono (2012).

a) Quadrant I

This quadrant shows attributes that are considered important by students but whose implementation is perceived as unsatisfactory or below expectations. Therefore, the Department of Primary School Physical Education, FIKK UNY, must concentrate on improving performance in these attributes to meet student expectations. The attributes in this quadrant are:

- 1) Physical facilities adequately support academic administrative services.
- 2) I often experience slow services.
- 3) Administrative staff always respond quickly to student complaints.
- 4) Administrative staff are always ready to assist when I face difficulties.

The attributes that fall into this priority quadrant represent aspects that are very important for students but have not yet fulfilled their expectations. Thus, strategic steps are required to enhance service performance, particularly in areas where performance has been suboptimal. One of the primary steps is improving the physical facilities that support academic administrative services. Adequate facilities not only provide comfort but also increase efficiency in service processes. For example, service rooms can be expanded and equipped with comfortable waiting areas such as ergonomic seating, air conditioning, and free Wi-Fi. To reduce waiting times, which are often a source of complaints, an electronic queuing system can be implemented. This system allows students to take a queue number digitally and monitor their turn via screens or mobile applications, thereby reducing congestion in waiting areas.

In addition, accelerating responses to student complaints requires strengthening the capacity of administrative staff. Special training should be provided to enhance skills such as time management, effective communication, and understanding student needs. With such training, staff are expected to be able to address student concerns more quickly, courteously, and professionally. For new staff, a mentoring program can be implemented, allowing them to learn directly from more experienced colleagues in handling daily administrative tasks.

The use of technology is also a crucial step in improving service quality. The department could develop a digital service portal that enables students to access various administrative services online, from document submissions to lodging complaints. This system should be user-friendly and allow students to track the status of their requests in real time. Consequently, students would not need to visit the administrative office for information repeatedly. For simple questions or complaints, an AI-based chatbot could provide fast and accurate automatic responses. This would not only reduce staff workload but also ensure 24/7 availability of services for students.

Effective communication between students and administrative staff must also be a primary concern. Regular "Student Hearing Forums" can be organized to listen to student feedback and complaints directly. In these forums, students can share their experiences with administrative services, while the department can explain the planned improvements. Furthermore, digital complaint channels, such as online suggestion boxes or dedicated hotlines, can provide students with safer and more convenient means of communication. These steps are expected to not only improve student satisfaction with academic administrative services but also foster a more professional, responsive, and innovative academic environment. With wellplanned and measurable improvements, service quality can continue to be enhanced in line with student expectations. b) Quadrant II

Quadrant B represents attributes that students consider important and whose performance is already perceived as satisfactory. Therefore, the Department of Primary School Physical Education, FIKK UNY, must maintain the performance of these

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attributes to continuously meet student expectations and sustain positive word-of-mouth for the study program. The attributes in this quadrant include:

- 1) The availability of computers and other technologies greatly supports the administrative process.
- 2) The technology used in administrative services is always up-to-date.
- 3) Administrative staff are always neatly and politely dressed while on duty.
- 4) I trust the competence of administrative staff in handling administrative issues.
- 5) Information boards or other media are always updated with the latest information.
- 6) Information provided by administrative staff always matches my needs.
- 7) Administrative staff listen attentively when I express needs or concerns.
- 8) Communication conducted by administrative staff is clear and effective.
- 9) Administrative staff understand my needs and expectations as a student.
- 10) Administrative staff are flexible in adjusting services to different situations.

The attributes in this quadrant have successfully met student expectations, demonstrating that the academic administrative services in the Department of Primary School Physical Education, FIKK UNY, are performing well. However, maintaining good service quality requires continuous attention to prevent declines that could affect student satisfaction. One strategic step is to ensure that administrative technologies supporting services are regularly updated. Software used in academic processes should be upgraded to the latest versions to ensure operational efficiency and compatibility with the needs of both students and staff. Additional features, such as automated reminders for key academic deadlines (e.g., course registration or payment deadlines), could also be integrated into the system to help students avoid errors due to oversight.

Administrative staff, as the frontline providers of services, also require attention. Their good performance must be recognized to maintain motivation. Formal recognition such as certificates of appreciation, incentive bonuses, or acknowledgment in official forums can serve as effective ways of appreciating their contributions. Improvements to workplace facilities should also be considered, such as providing comfortable break rooms equipped with pantries, sofas, or simple entertainment facilities to reduce stress. Opportunities for professional development should also be offered, such as training in time management, communication, or new technologies, to ensure that staff continue to enhance their competencies.

Information dissemination is also a key factor in maintaining students' trust in services. Administrative information must always be updated regularly and communicated effectively. Digital media, such as electronic notice boards in strategic campus areas or announcements via the department's official social media, can be used to distribute information quickly and widely. Additionally, the presentation of information should be designed to be simple, structured, and easy to understand for students of diverse backgrounds.

To ensure service quality remains optimal, student satisfaction surveys should be conducted regularly, for example, at the end of each semester. These surveys aim to evaluate service attributes that have met student expectations while also identifying potential emerging issues. Transparency in sharing survey results with students is also crucial to make them feel involved in the improvement process. In this way, students not only feel that their voices are heard but also become part of the effort to improve the department's service quality. With such measures, service quality can be maintained and even further enhanced. Through continuous commitment, the Department of Primary School Physical Education, FIKK UNY, can continue to provide services that are not only responsive but also adaptive to the evolving needs of students.

IV. CONCLUSIONS

Based on the analysis and discussion presented earlier, the following conclusions can be drawn:

1. Quality of Academic Administrative Services Provided by the Department of Primary School Physical Education, FIKK UNY
Overall, the results of this study show that the quality of educational services in the Department of Elementary School Physical Education, FIKK UNY, measured across the five SERVQUAL dimensions (reliability, responsiveness, assurance, empathy, and tangibles), is considered satisfactory by students. This is indicated by the average scores for all five dimensions, which are equal to or exceed the predetermined cut-off point. However, in reality, several attributes show a mismatch where the level of importance > performance, meaning Expected Service > Perceived Service. Therefore, improvements in these areas should remain a priority.
2. Quality of Academic Administrative Services Provided by the Department of Primary School Physical Education, FIKK UNY
Based on Gap Analysis

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This study analyzed the quality of academic administrative services using the five SERVQUAL dimensions. The findings indicate that the average gap values across the dimensions were negative, with the largest gaps occurring in responsiveness (-0.24), empathy (-0.16), and reliability. The overall average gap score was -0.18, suggesting that services have not fully met student expectations. Although students perceive the services as relatively good since the average gap value is still < -1 , further improvements are necessary to enhance student comfort and satisfaction. This aligns with Parasuraman's (1991) theory, which states that service quality is considered good if the service delivered exceeds expectations. Given that the average importance score (5.27) is higher than the performance score (5.09), academic administrative services should be further improved to optimally meet student expectations.

3. Quality of Academic Administrative Services Provided by the Department of Primary School Physical Education, FIKK UNY Based on Importance-Performance Analysis (IPA)

Attributes positioned in Quadrant I of the IPA results represent service attributes deemed highly important by students but rated lower in terms of performance. This indicates that while students recognize these attributes as crucial, their implementation has not met expectations or satisfaction levels.

4. Service Attributes Considered Important by Students Across the Five SERVQUAL Dimensions

Attributes considered important but poorly implemented must be prioritized for improvement. Therefore, the Department of Elementary School Physical Education, FIKK UNY, should focus its efforts on enhancing performance in the following Quadrant I attributes to align with student needs and expectations:

- a) Availability of physical facilities that adequately support academic administrative services.
- b) The frequent occurrence of delays in service delivery.
- c) Administrative staff promptly responding to student complaints.
- d) Administrative staff always being ready to assist when students encounter difficulties.

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