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# Service Excellence in Educational Administrative Services

**A Qualitative Case Study in Sidoarjo Regency**

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## Abstract

*Service excellence is important in ensuring that public educational administrative services respond to users' needs. This study examines the implementation of service excellence at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency, Indonesia. A qualitative case study design was employed. Data were collected through semi-structured interviews, observation, and documentation involving one service staff member and three external customers who had accessed different administrative services. Data were analyzed through data reduction, data presentation, and conclusion drawing, with source and technique triangulation used to support credibility. The findings indicate that service personnel explained administrative procedures, clarified document requirements, listened to customers' concerns, and provided direct assistance. Customers also described receiving follow-up information when an administrative document was ready for collection. Although the customers generally reported positive service experiences, one customer emphasized the need for clearer communication about processing progress and expected completion times. Evidence concerning the appearance dimension was limited, particularly regarding the physical appearance of service personnel. The study provides a context-specific interpretation of service excellence through Barata's A6 framework. Its findings describe the experiences of the informants and the handling of their administrative needs rather than statistically measuring customer satisfaction or establishing causal relationships.*

***Keywords:*** *A6 framework, educational administrative services, external customers, public service, qualitative case study, service excellence.*

## Introduction

Public services are an essential component of educational governance because government institutions are responsible for providing administrative services that respond to the needs of citizens. Effective public services require more than the completion of administrative procedures; they also involve clear information, appropriate assistance, timely service delivery, and accountability. In Indonesia, Law Number 25 of 2009 concerning Public Services provides the legal foundation for delivering public services that meet citizens' needs and establish the rights and obligations of service providers and recipients [1].

Within the education sector, administrative services help students, parents, schools, teachers, education personnel, and other members of the community fulfil various educational requirements. These services include diploma legalization, correction of diploma information, student transfers, and assistance with lost educational certificates. Although such services may appear routine, their implementation requires accurate procedural information, appropriate document handling, and effective communication between service personnel and customers. Customers need not only to obtain the required administrative documents but also to understand the applicable procedures, prepare the

necessary requirements, and receive information about the progress of their requests. Therefore, examining educational administrative services requires attention to both the administrative process and the experiences of the people who use it.

Service excellence provides a useful perspective for examining how these responsibilities are carried out. Barata's A6 framework identifies six dimensions of service excellence: ability, attitude, appearance, attention, action, and accountability [2]. These dimensions provide different perspectives for examining personnel competence, interpersonal conduct, service presentation, responsiveness to customer needs, practical assistance, and responsibility in service delivery. Tjiptono's discussion of service management also provides a relevant perspective on understanding how service delivery responds to customer needs and expectations [3]. Applied to educational administration, these perspectives help examine service excellence as a process involving personnel practices, communication, and the handling of administrative requests rather than merely the production of documents.

Previous studies have examined service quality and customer satisfaction in public service settings. Arini and Sawiji investigated service quality, employee discipline, and customer satisfaction at the Karanganyar Regency Public Service Mall [4]. Adinugroho and Wiyaka examined service quality and citizen experience in integrated public services [5]. while Budiman et al. discussed public service marketing and citizen satisfaction in local government [6]. These studies provide relevant perspectives on the importance of service delivery and users' experiences in public administration. Research in educational service settings has also examined service quality and user satisfaction [7], service strategies related to customer satisfaction and loyalty [8], and customer satisfaction as an indicator of educational quality [8], and customer satisfaction as an indicator of educational quality [9]. In addition, previous studies have discussed the implementation of excellent service in one-stop services at the Surabaya City Education Office [10] and its role in improving educational service quality and customer satisfaction [11].

Although these studies provide a foundation for understanding service quality and customer experience, further contextual examination can help explain how service excellence is implemented in specific educational administrative settings. In particular, examining the perspectives of both service personnel and external customers can provide insight into how procedural guidance, interpersonal interaction, practical assistance, and follow-up communication are experienced during administrative service delivery. Such an examination is also important for understanding whether customers receive assistance relevant to their needs and identifying aspects of service delivery that may require improvement. The present study addresses this contextual focus by examining service excellence in a local government education unit through Barata's A6 framework. Rather than statistically testing relationships between service dimensions and customer satisfaction, the study provides a qualitative account of service practices and external customers' experiences.

The study was conducted at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency, Indonesia. The division provides administrative services that include diploma and report-card legalization, student transfers, and assistance with errors in or loss of

educational certificates. A preliminary observation conducted on July 17, 2026, identified several positive service practices. Personnel communicated politely, listened to customers' needs, explained administrative procedures, and assisted customers in preparing or completing their requirements. These observations provided an initial indication that aspects of service excellence were reflected in everyday service interactions.

The preliminary observation also identified circumstances that warranted further examination. Differences in personnel familiarity with certain procedures were observed, while some documents required revision because of incomplete requirements or communication problems. In addition, the completion of certain services could depend on the availability of the required approval or signature. These circumstances illustrate that administrative service delivery involves more than interpersonal conduct: personnel must understand the applicable procedures, communicate requirements accurately, and help customers understand the next steps and expected processing time. However, these preliminary observations do not establish that the overall quality of service was either satisfactory or unsatisfactory. Instead, they provide a contextual basis for examining how service excellence was implemented and experienced by the informants.

The research gap addressed in this study is therefore contextual and empirical. While previous research has examined service quality, customer satisfaction, and excellent service in public and educational settings, this study focuses on how service excellence is reflected in the interactions between service personnel and external customers within the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency. By examining different types of administrative requests through interviews with service personnel and external customers, the study provides a contextual account of procedural guidance, interpersonal interaction, practical assistance, and responsibility during service delivery. It also considers the limits of the available evidence, particularly in interpreting the appearance dimension of the A6 framework. The study does not seek to measure the statistical effect of service excellence on satisfaction; rather, it seeks to understand service practices and customers' reported experiences within the selected setting.

Accordingly, this study aims to examine the implementation of service excellence in administrative services at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency through three research objectives: (1) to describe service personnel's ability and readiness in providing administrative services to external customers; (2) to examine the implementation of attitude, appearance, attention, action, and accountability in administrative service delivery based on the available empirical evidence; and (3) to describe how external customers experience the fulfillment of their administrative needs. These objectives guide the analysis of personnel practices and customer experiences in relation to Barata's A6 framework. Through this analysis, the study contributes a context-specific understanding of service excellence in educational administration while identifying both documented service practices and areas in which further improvement may be needed.

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## Material and Methods

### A. Research Design and Setting

This study employed a qualitative approach using a case study design to examine the implementation of service excellence in educational administrative services. The design was selected to obtain an in-depth understanding of service practices and customer experiences within a specific organizational setting. The study was conducted at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency, Indonesia. The research focused on administrative services provided to external customers.

### B. Data Sources and Informants

The study involved four informants: one service personnel member and three external customers. The informants were selected purposively based on their relevance to the research objectives and their direct involvement in the administrative service process. The service personnel informant was selected because of their role in providing administrative information, explaining service procedures, and assisting customers. The three external customers were selected because they had direct experience with different administrative services, namely an outgoing student transfer, a correction of diploma information, and an incoming student transfer.

The inclusion of different service experiences enabled the researcher to examine service practices from both the provider's and the users' perspectives. Comparing these accounts helped identify recurring practices and differences in customers' experiences. The four informants were therefore intended to provide context-specific information relevant to the qualitative case study, rather than to represent the entire population of service users. Secondary data included relevant service procedures, administrative documents, and other available documentation used to complement the interview and observation findings [12].

### C. Data Collection

Data were collected through semi-structured interviews, observation, and documentation. The interviews explored personnel competence and readiness, interpersonal interactions, attention to customer needs, service actions, accountability, and customers' experiences of the administrative process.

Observation was used to examine the service process, including customer arrival, queue arrangements, communication between personnel and customers, document verification, assistance, and service completion. Documentation was used to complement the interview and observation data, particularly in relation to administrative procedures, service documents, and available service facilities.

### D. Data Analysis and Trustworthiness

The data were analyzed through data reduction, data presentation, and conclusion drawing. Information obtained from interviews, observations, and documentation was organized according to the three research objectives. The analysis focused on identifying recurring service practices, comparing the perspectives of personnel and customers, and interpreting the findings in relation to the A6 service excellence framework.

The credibility of the findings was supported through source and technique triangulation. Source triangulation involved comparing information from the service personnel informant with the accounts of external customers. Technique triangulation involved examining the consistency of interview accounts with observations and relevant documentation. These procedures supported the comparison and interpretation of evidence from different sources and methods [13]. The findings were interpreted according to the available evidence, and claims were limited to what could be supported by the collected data.

## Results

This section presents the findings on service excellence in educational administrative services at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency. The findings are based on interviews with one service staff member and three external customers who had accessed different administrative services: an outgoing student transfer, an incoming student transfer, and a correction to diploma information. The interview data were examined using Barata's A6 framework, with attention to the specific experiences reported by the informants. Table 1 presents selected interview evidence and its interpretation in relation to the framework.

**Table 1.** Summary of Interview Evidence and Analysis Based on the A6 Framework

| Informant and service | Selected interview evidence | A6 dimension | Interpretation of the findings |
|---|---|---|---|
| Customer A - outgoing student transfer | "The staff explained the service procedure so I could understand the steps required to complete my administrative request." | Ability | The account indicates that the staff member communicated procedural information in a way that helped the customer understand the required steps. |
| Customer C - incoming student transfer | "The staff was very friendly and harmonious, and my fear disappeared." | Attitude and Attention | The customer described a positive interpersonal experience. Listening and providing an opportunity to ask questions helped the customer feel more comfortable during the process. |
| Customer B - correction of diploma information | "I panicked when I found out that the statement was missing, but the service staff immediately provided a form that I could complete on the spot. This was very helpful." | Action | The explanation of required preparations helped the customer understand the initial requirements of the administrative service. |
| Service staff -document verification | The staff explained that incomplete documents were noted so customers could identify and prepare the missing requirements. | Ability and Accountability | The practice indicates that staff checked document completeness and communicated the steps needed to continue processing the application. |

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| Informant and service | Selected interview evidence | A6 dimension | Interpretation of the findings |
|---|---|---|---|
| Customer B - service completion time | "I was contacted after two days and could collect the document without having to queue again." | Action and Accountability | The customer described receiving follow-up information when the document was ready. This illustrates the importance of communicating service progress when completion depends on an administrative approval or signature. |
| Customer C - service environment | "The place and facilities were comfortable, clean, and cool. Drinks and snacks were available, and I obtained a queue number from the queuing machine." | Appearance - contextual evidence | The account provides evidence about the physical service environment and the organization of access to services. It does not directly establish how staff members presented themselves physically. |
| Customer C — overall experience | "The service was quite satisfactory because the staff were polite and willing to help when I needed information." | Attitude and fulfillment of customer needs | The customer reported a positive experience associated with polite interaction and assistance. This represents an individual account rather than a measure of satisfaction among all external customers. |

The interview evidence indicates that service personnel assisted external customers through procedural explanations, document checking, direct assistance, and follow-up communication. Customers described receiving information about the requirements relevant to their respective administrative needs. One customer explained that the staff member provided a form that could be completed at the office when a required statement was missing. Another reported being contacted when a document was ready for collection.

The accounts also reveal differences in customers' experiences and service needs. Customers A and C described receiving assistance with student transfer procedures, while Customer B required a correction to diploma information that depended on an administrative approval. Although customers generally described the interactions positively, Customer B identified the need for clearer communication about processing progress and expected completion times. This feedback indicates that positive interpersonal interaction does not eliminate the need to communicate service status clearly.

Evidence across the A6 dimensions was not equally extensive. The interviews provided direct accounts of procedural explanations, interpersonal conduct, practical assistance, and follow-up communication. Evidence concerning *Appearance* was more limited and primarily concerned the service environment and the organization of access to services. The findings are therefore interpreted according to the specific evidence available rather than as a comprehensive assessment of every aspect of all six dimensions.

**A. Ability and Readiness of Service Personnel**

The findings indicate that service personnel helped external customers understand administrative procedures and document requirements. Customer A, who requested an outgoing student transfer,

described receiving explanations about the documents and steps needed to complete the process. Customer C also received guidance concerning the incoming transfer procedure. These accounts suggest that the ability dimension was reflected in the staff member's knowledge of administrative requirements and capacity to explain them to customers.

The interview with the service staff member supports this finding. The staff member explained that when customers did not understand a procedure, the requirements and service flow were explained directly. Customers could also photograph or note the information provided, and the staff member could help contact the relevant school when necessary. These practices indicate that procedural knowledge was accompanied by efforts to make the information accessible to customers.

The case involving the correction of diploma information provides a further example. Customer B needed to prepare supporting documents and complete a statement before the application could proceed. The customer's account indicates that the process involved several requirements and an administrative approval. Taken together, the interviews suggest that ability in this setting involved understanding the applicable procedures and communicating the requirements in a way that customers could follow. The evidence does not, however, establish that every employee had the same level of competence or that all procedures were completed without difficulty.

**B. Attitude, Attention, Action, and Accountability**

The three customer accounts generally described service personnel as friendly, polite, and willing to provide explanations. Customer C reported that the staff member's friendly and harmonious manner helped reduce the customer's initial anxiety about completing an unfamiliar administrative process. Customer B also described the staff member as polite and helpful. These accounts illustrate the attitude dimension through customers' descriptions of interpersonal conduct.

Attention was reflected in the staff member's efforts to listen to customers and clarify their administrative needs before explaining the relevant procedure. According to the service staff member, customers were given opportunities to explain their difficulties, after which the staff member provided information or assistance suited to the service requested. Customer C's account suggests that this interaction helped the customer feel more comfortable during the process. In this case, attention is indicated not only by friendliness but also by responsiveness to the customer's uncertainty.

Action was evident when staff members took practical steps to help customers proceed. For example, Customer B reported that the staff member immediately provided a form that could be completed at the office when the customer discovered that a required statement was missing. This response helped the customer continue preparing the application without having to return to the school solely to obtain the form. The example distinguishes action from attitude: the staff member's helpfulness was reflected not only in polite communication but also in a concrete response to the customer's difficulty.

Accountability was reflected in checking document completeness, informing customers about requirements that remained outstanding, and communicating when an approved document was ready for collection. Customer B reported being contacted after two days and collecting the document without having to queue again. However, the same customer suggested that customers should receive clearer

information about service progress when completion takes time. The findings therefore indicate both an existing follow-up practice and an opportunity to improve communication about the status and expected completion of administrative requests.



**C. Service Environment and the Appearance Dimension**

The findings concerning *Appearance* require careful interpretation. Customer C described the service environment as comfortable, clean, and cool and mentioned the availability of drinks, snacks, and a queuing machine. This account provides direct evidence of the customer's perception of the physical service environment and the facilities used to organize access to services.

Other interview evidence concerns the presentation of service information rather than the physical appearance of personnel. Customers described receiving explanations from service staff, while Customer B reported accessing procedural information through the department's official social media account before attending the office. The staff member also explained that customers could photograph or note the service flow and document requirements. These practices provide contextual evidence about how service information was made accessible and presented to customers.

The findings do not provide systematic evidence about staff attire or other aspects of personnel appearance. Nor do the interviews establish that every aspect of service presentation was consistently fast and accurate. In this study, the evidence concerning *Appearance* is therefore limited to the documented service environment and the presentation of information. These observations provide a contextual account of the service setting but should not be interpreted as a comprehensive assessment of the appearance dimension.

**D. Fulfillment of External Customers' Administrative Needs**

The three external customers accessed different administrative services. Customer A requested an outgoing student transfer and described receiving explanations about the required documents and subsequent steps. Customer C requested an incoming student transfer and reported receiving guidance on the procedure and a document needed for submission to the receiving school. Customer B sought correction of diploma information and described receiving explanations about the supporting documents and the steps required before the document could be collected.

Across these cases, customers received information or assistance relevant to their respective administrative needs. The accounts suggest that the service experience involved more than receiving an administrative document: customers also needed to understand the applicable requirements and know what steps to take next. Direct explanations and practical assistance helped customers navigate these requirements.

The findings nevertheless show that service needs and processing conditions differed. The diploma correction required an administrative approval, and Customer B reported waiting two days before being contacted to collect the document. Although the customer appreciated the follow-up, the account also highlighted the importance of receiving clear information about processing progress. The three cases therefore illustrate both the reported fulfillment of specific administrative needs and the importance of managing customers' expectations throughout the process. They do not establish the satisfaction level of all external customers.

The service experience was also supported by access to information through the department's official social media account, explanations from personnel, and a queuing machine. These mechanisms formed part of the documented service context. The interviews suggest that they helped customers access information or navigate the service process, although their overall effectiveness was not measured independently.

## Discussion

### A. Service Personnel Competence and Readiness

The findings indicate that service personnel assisted customers by explaining administrative procedures, clarifying document requirements, and providing guidance when customers encountered difficulties. These practices are consistent with the ability dimension of Barata's A6 framework, which emphasizes the competence required to deliver service excellence [2]. In this setting, ability was reflected not only in knowledge of administrative requirements but also in the capacity to communicate those requirements in an understandable manner.

The staff member's account further indicates that procedural explanations could be supplemented by practical support, such as allowing customers to photograph or note the service flow and helping them contact schools when necessary. These practices suggest that the communication of procedural knowledge was adapted to customers' information needs. The findings therefore illustrate how competence may be experienced by customers through explanations and guidance, rather than through procedural knowledge alone.

This interpretation can be compared with Ardiansyah's study of employee competence and public service quality at the Kiaracondong Sub-district Office in Bandung [14]. Although that study examined a different administrative setting and used a quantitative approach, it provides a relevant point of comparison concerning employee competence in public services. The present study adds a qualitative account of how procedural knowledge and explanation were reflected in customers' experiences of educational administrative services. However, this case study does not establish a statistical relationship between competence and satisfaction or demonstrate that all personnel performed at the same level.

### B. Interpersonal Interaction, Attention, and Responsive Action

The customer interviews generally described service personnel as friendly, polite, and willing to provide assistance. Customer C's account is particularly relevant because the customer explained that the staff member's friendly and harmonious manner helped reduce initial anxiety about an unfamiliar administrative process. This account illustrates the attitude dimension through the customer's perception of the interaction.

The findings also distinguish attitude from attention and action. Attitude concerns the manner in which personnel interact with customers, while attention involves listening to and understanding their needs. Action is evident when personnel take practical steps to help customers proceed. In the case of Customer B, the staff member provided a form that could be completed at the office after the customer discovered that a required statement was missing. This response provides a concrete example of assistance beyond verbal explanation. Research on administrative service quality in higher education

also identifies responsiveness and empathy as important dimensions when evaluating the experiences and expectations of service users [15].

These findings suggest that positive interpersonal conduct was accompanied by practical guidance in the cases examined. This interpretation is consistent with research emphasizing the importance of service quality and users' experiences in public service settings [5]. In educational administration, listening, explaining requirements, and responding to immediate difficulties may help customers navigate procedures and reduce uncertainty. Similar considerations were identified by Santosa [16], whose study of school administrative services emphasized responsiveness, communication clarity, and the quality of interactions with service users. Nevertheless, the evidence represents the experiences of three customers and should not be generalized to every service encounter in the institution.

**C. Appearance and the Presentation of Service Information**

The appearance dimension requires particular care in this study because the interview evidence does not systematically describe the physical appearance of service personnel. Customer C described the service environment as comfortable, clean, and cool and mentioned the availability of drinks, snacks, and a queuing machine. These observations provide contextual evidence about the physical setting and the organization of access to administrative services.

The interviews also describe how procedural information was made accessible. Customers received direct explanations from service personnel, and Customer B reported consulting the department's official social media account before attending the office. The staff member explained that customers could photograph or note the service flow and document requirements. These practices indicate that the presentation and accessibility of service information formed part of the customer experience. Research on digital government services similarly emphasizes the importance of understanding citizens' experiences when evaluating the quality and accessibility of government service delivery [17].

The study also documents customers' experiences of processing time and follow-up communication. Customer B reported being contacted after two days when the corrected document was ready for collection. This evidence is more directly related to processing and communication than to physical appearance itself. It should therefore be interpreted carefully rather than treated as conclusive evidence of the appearance dimension. Previous research on digital public services has also highlighted transparency and information accessibility as relevant considerations for improving citizens' experiences with government services [18].

Accordingly, the study uses the available evidence to describe the service environment and the presentation of information without redefining or replacing Barata's original A6 framework [2]. The evidence supports a limited contextual interpretation of appearance, while a fuller assessment would require more systematic data about personnel presentation and the physical service setting. This distinction helps ensure that the interpretation remains consistent with the framework and the scope of the collected data.

**D. Accountability in Administrative Service Delivery**

The findings suggest that accountability was reflected in document checking, explanations about incomplete requirements, and follow-up communication when a document was ready for collection. The

staff member described checking documents and informing customers about requirements that needed to be completed or corrected. These practices indicate that responsibility during service delivery included helping customers understand what was required before an administrative request could proceed. Abdul Manaf et al. [19] similarly examined accountability in local government service delivery and identified the importance of responsiveness, complaint handling, and citizens' involvement in evaluating public services.

Customer B's experience provides a specific example of follow-up communication. The customer reported being contacted after two days and being able to collect the document without having to queue again. This was described positively because the customer did not need to return simply to check whether the document was ready. At the same time, the customer suggested that clearer information about processing progress would be useful when completion takes longer. The two aspects should be considered together: follow-up occurred in this case, but the customer's feedback indicates that communication about status and expected completion remains important. This concern is also consistent with research examining information transparency as a factor in the relationship between public service delivery and community satisfaction [20].

This interpretation is relevant to public service research that considers the relationship between service delivery and users' experiences [6]. In the present study, accountability is illustrated through documented practices and customer perceptions rather than through an independent audit of administrative compliance. The findings therefore do not establish that every record-handling procedure was error-free or that accountability alone determined customer satisfaction.

**E. Fulfillment of External Customers' Needs**

The three customer cases illustrate how service personnel responded to different administrative needs. Customer A requested an outgoing student transfer, Customer C requested an incoming student transfer, and Customer B sought a correction to diploma information. In each case, the customer described receiving information or assistance relevant to the requested service. The cases also show that the requirements and processing conditions varied according to the type of administrative request.

The findings indicate that the fulfillment of an administrative need involved both processing and communication. Customers needed to know which documents to prepare, how to complete the required steps, and what to expect after submitting their documents. Customer B's experience illustrates the importance of communicating processing progress when an application requires an administrative approval. The account also shows that a generally positive service experience can coexist with a specific suggestion for improvement. Research examining Dapodik administrative services at a local education office in Indonesia likewise demonstrates the relevance of evaluating service quality through public satisfaction and users' perceptions of administrative procedures [21].

These findings can be considered alongside studies of service quality and customer satisfaction in public services [4], and educational service settings [7], as well as research on service strategies and customer satisfaction [8]. Herlina et al. [22] also emphasized the importance of assessing administrative service quality as part of efforts to improve the performance of educational personnel. However, the present study differs from research that measures satisfaction quantitatively. It describes the

experiences of three external customers and the practices reported by one service staff member; it does not estimate the level of satisfaction among the wider customer population or establish causal relationships between particular service dimensions and satisfaction.

The department's official social media account, direct explanations from personnel, and the queuing machine also formed part of the documented service context. These mechanisms provided channels through which customers could obtain information or navigate the service process. Their presence alone does not demonstrate that all customers were satisfied or that the mechanisms were equally effective for every user. Their significance in this study lies in the ways they were described in the interviews as part of customers' access to administrative services. Previous research on student administrative services also supports the importance of service quality in understanding satisfaction within educational institutions [23].

**F. Contribution and Contextual Application of the A6 Framework**

The findings illustrate the use of Barata's A6 framework to examine service excellence in a local government education unit. Ability, attitude, attention, action, appearance, and accountability provide distinct analytical perspectives, although their practical manifestations can overlap during a service encounter. For example, explaining a procedure may demonstrate ability, while listening to a customer's difficulty relates to attention; providing a missing form represents action, and communicating when a document is ready provides evidence of follow-up accountability. Previous research applying the A6 concept in a vocational school setting also demonstrates its relevance as a framework for examining excellent service and student satisfaction [24].

The study's contribution is a contextual account of how these dimensions were reflected in the experiences of external customers and the practices described by service personnel. It also identifies an area for improvement: although the customers generally reported positive interactions, one customer emphasized the need for clearer communication about the status and expected completion time of an administrative request. This finding illustrates why service excellence should be examined through both positive experiences and customers' suggestions for improvement.

The evidence concerning appearance was more limited than that concerning ability, attitude, attention, action, and accountability. The study therefore does not claim to have comprehensively assessed every dimension of A6 or tested the independent effect of each dimension on customer satisfaction. Instead, it demonstrates how the framework can be used to interpret service practices while making the strength and limits of the available evidence explicit. This contextual account complements previous research on excellent service in educational administration [10], [11] by focusing on external customers' experiences and service practices in a specific administrative unit. Recent qualitative research on service excellence in higher education administration also highlights responsiveness, administrative standardization, staff professionalism, and communication-related improvements as important aspects of service quality [25].

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## Conclusion

This study describes the implementation of service excellence in administrative services at the Education Quality Division of the Department of Education and Culture of Sidoarjo Regency. The findings address three research objectives.

First, personnel ability and readiness were reflected in their understanding of administrative procedures, explanation of document requirements, and assistance to customers experiencing procedural difficulties. Second, service practices were reflected in friendly communication, attention to customer needs, direct assistance, document verification, archiving, and explanations of subsequent procedures. The appearance dimension requires contextual interpretation because the available evidence primarily concerns service presentation and organization rather than a systematic assessment of physical appearance. Third, the fulfillment of external customers' administrative needs was reflected in access to service information, procedural guidance, and the receipt of documents relevant to the customers' stated purposes.

Overall, the findings illustrate that service excellence in this setting involves the integration of personnel competence, interpersonal interaction, practical assistance, and administrative responsibility. The study contributes a context-specific account of service excellence in educational administrative services through the A6 framework. Its findings describe the experiences of the informants and the fulfillment of their particular administrative needs; they do not establish the satisfaction level of all external customers or a causal effect of service excellence on satisfaction.

## Limitation and Suggestions

This study has several limitations. First, it was conducted in one administrative unit within the Sidoarjo Regency Education and Culture Office. Its findings therefore reflect the organizational and service context examined and may differ from those of other educational service institutions. Second, the study involved one service personnel informant and three external customers. Although their perspectives provided information about several administrative service experiences, they do not represent the full range of experiences among external customers. Third, the qualitative design focused on describing service practices and customer experiences rather than measuring customer satisfaction using a quantitative instrument.

Future research could examine service excellence across multiple educational administrative units and include a broader range of service personnel and external customers. Comparative studies could explore how organizational contexts and types of administrative services shape the implementation of the A6 dimensions. Researchers could also use mixed-method approaches to complement qualitative findings with structured measures of customer satisfaction. Further research should examine the appearance dimension using clearly defined theoretical indicators and systematic empirical evidence, including relevant aspects of service presentation and physical appearance where appropriate.

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## Conflict of Interest

The authors declare no conflict of interest.

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