International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Effect of Transparency and Accountability on the Quality of Student Administration Services in the Faculty of Agriculture Gorontalo State University

Kasmawaty Ibrahim[1]*
[1,] Master of Public Administration, Gorontalo State University
Juriko Abdussamad[2]
[2,] Master of Public Administration, Gorontalo State University
Fenti Prihatini Dance Tui[3]
[3]Master of Public Administration, Gorontalo State University

*Corresponding Author: kasmaibrahim@gmail.com

Abstract

This study aims to determine the influence of transparency and accountability on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University partially or simultaneously. The approach in this study is quantitative. The research method is expost facto and correlational research design. The sample in the study was 92 people. The data analysis technique used is multiple regression. The results of the study show that (1) transparency has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a partial determination coefficient of 32.00%. (2) accountability has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a partial determination coefficient of 31.60%. (3) Transparency and accountability together have a significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a simultaneous determination coefficient of 63.60%. While the remaining 36.40% can be explained by other variables that were not studied in this study such as the competence of service officers, service standards, organizational culture, periodic service performance supervision and evaluation system, level of participation and student feedback in service improvement. So that the interaction and combination of the two factors are able to make student administration services at the Faculty of Agriculture, Gorontalo State University more quality which in the end make students satisfied, where student satisfaction is one of the superior accreditation assessments with the highest

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

weight.

Keywords: Service; Student Affairs; Administration; Transparency; Accountability

INTRODUCTION

Public administration is a field that focuses on how public policies are formulated, implemented, and evaluated effectively within the framework of a government bureaucratic system. In practice, public administration not only emphasizes structural and procedural aspects, but also reflects moral values that are the basis for the implementation of public services (Christensen and Lægreid, 2016). One of the important dimensions in public administration is performance accountability, which is the extent to which public institutions are able to account for every policy, action, and performance results to the public in an open and measurable manner. In addition, the ethical dimension is also the foundation in ensuring justice, honesty, and integrity in public services.

Public services are an integral part of public administration which aims to meet the needs of the community effectively, efficiently, and fairly. In the context of higher education, public services not only include academic activities, but also student administration services that act as a liaison between students and the campus bureaucratic system. The quality of this service is an important indicator in assessing the performance of higher education institutions, and reflects the application of good governance principles such as transparency, accountability, and professionalism. The success of public services is greatly influenced by the consistency of procedure implementation, the accuracy of employee work, and compliance with applicable operational standards (Arsyad and Risnawati, 2025).

The quality of student administration services reflects the extent to which administrative processes related to student needs can be carried out effectively, efficiently, and responsively. This service covers various aspects, such as academic management, scholarships, correspondence, and student data management. In the development of modern higher education, students are seen as service users who have high expectations for service quality. Therefore, excellent service is a strategic need in maintaining student trust and loyalty, as well as increasing the competitiveness of higher education institutions. In addition, the quality of administrative services also contributes to the achievement of institutional quality standards, especially in the accreditation process which assesses student satisfaction as one of the main indicators (Montano et al., 2025).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Public services in higher education are a series of activities carried out to provide convenience, comfort, and satisfaction to students as the main recipients of services. This service reflects the moral and institutional responsibility of universities in providing professional, efficient, and transparent services to the entire academic community (Solihin et al., 2020; Bataweya et al., 2023; Mohi et al., 2025). Good service quality will improve the image of the institution and strengthen public trust in higher education institutions as public service providers.

In measuring service quality, there are five main dimensions that are often used as indicators, namely tangibles, empathy, reliability, responsiveness, and assurance (Parasuraman, 2016). The tangible dimension is related to physical facilities and infrastructure that support services, empathy reflects the officer's concern for student needs, reliability shows the ability to provide services appropriately and consistently, responsiveness describes agility in responding to student needs, and assurance is related to the trust and certainty of the services provided. These five dimensions are interrelated in shaping students' perception of the quality of administrative services in higher education.

The quality of student administration services has a strategic role in supporting the achievement of higher education quality, because it is one of the indicators in the national and international accreditation system. Good service can improve academic efficiency, speed up study completion, and lower dropout rates. Conversely, weak administrative support can be an obstacle to institutional development and a decrease in the overall quality of education (Montano et al., 2025). Therefore, the management of quality student administration services is an important part of the strategy to strengthen higher education institutions.

The quality of student administration services is inseparable from various factors that affect each other, including human resources, infrastructure, information technology, and service governance systems. In the context of good governance, transparency and accountability are two main aspects that have a significant influence on service quality. Transparency is related to the disclosure of information, while accountability emphasizes accountability for every process and service results. Services that are not supported by transparency and accountability have the potential to cause user dissatisfaction and reduce student participation in academic activities (Izquierdo-Condoy et al., 2024; Permatasari and Hardiyansyah, 2020).

Service transparency is an important principle in the implementation of public services that are oriented towards public trust (Dunggio et al., 2025). Transparency includes information accessibility, clarity of procedures, openness of service processes, and the existence of regulations that ensure information disclosure to the public. With transparency, students can understand the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

flow of services clearly so that they can reduce uncertainty and increase trust in the institution. Transparency also plays a role in preventing abuse of authority and increasing efficiency in the service process.

In addition to transparency, accountability is also an important factor in determining the quality of student administration services. Accountability is a form of institutional accountability for the processes and results of services provided to the public (Salim et al., 2025). Accountability includes aspects of performance, cost, and quality of service results that must be objectively accountable. The implementation of good accountability will increase student trust in the institution and encourage the creation of professional and results-oriented services (Mardiasmo, 2018; Mahmudi, 2019; Sinambela, 2018).

Transparency and accountability are two principles that complement each other in realizing quality public services. Information disclosure must be balanced with clear accountability so that services can run effectively and efficiently. The combination of these two principles is the foundation in the implementation of good governance in the university environment, so that it is able to create a fair, transparent, and reliable service system (Sedarmayanti, 2017; Dwiyanto, 2018; Hardiansyah, 2018).

Based on the results of initial observations at the Faculty of Agriculture, Gorontalo State University, it was found that the quality of student administration services is still not optimal. Students often complain about the slow service process, unclear procedures, and lack of effective communication between officers and students. In addition, student satisfaction data shows that although in general the satisfaction level is in the good category, there is an imbalance between service dimensions, especially in terms of reliability, certainty, and physical facilities. These problems show that there are still weaknesses in the implementation of transparency and accountability of services, especially in terms of information delivery and accountability of service processes. Students often do not know the standard service hours and procedures that must be followed, so they rely on informal information that is not necessarily accurate. This condition reflects the lack of optimal service systems based on transparency and accountability.

If this problem is not addressed immediately, it can have an impact on decreasing student trust in institutions, as well as hindering the effectiveness of the educational process. Therefore, research is needed that examines in depth the influence of transparency and accountability on the quality of student administration services. This research is expected to contribute to formulating a more effective service improvement strategy, so as to be able to improve service quality and support the creation of good university governance and student satisfaction-oriented.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

LITERATURE REVIEW

Quality of Student Administration Services

Performance The quality of student administration services is the level of ability of the administrative unit in higher education in meeting the needs, expectations, and satisfaction of students through the implementation of effective, efficient, and responsive services to various administrative affairs (Goumairi et al., 2020; Ocampo et al., 2025), and supported by the implementation of a structured and measurable system to improve overall student satisfaction (Bhattacharya et al., 2014). Parasuraman (2016:26) stated that the concept of service quality related to satisfaction is determined by five elements commonly known as "TERRA" (Tangible, Emphaty, Responsiveness, Reliability & Assurance).

Service Transparency

Service transparency is a principle in the implementation of public services that emphasizes information openness, clarity of procedures, and ease of access for the public to understand and supervise the service process (Pană-Micu, 2025). In addition, transparency plays a role in increasing public trust and encouraging public participation in service evaluations (Hyehyun et al., 2023). With consistent openness, transparency is also able to reduce the potential for abuse of authority and strengthen integrity in the public service system (Masiya et al., 2025). The indicators of service transparency according to Kristianten in Karlina et al., (2022) are 1) the availability and accessibility of documents, 2) the clarity and completeness of information, 3) the openness of the service process, and 4) the regulatory framework that ensures transparency.

Service Accountability

Service accountability is the obligation of public service providers to account for every action, decision, and service results to the community in an open and measurable manner (Arsyad and Risnawati, 2025). In addition, accountability also contains a moral dimension that demands integrity and responsibility in the implementation of services (Tetteh and Asante, 2025; Masiya et al., 2025). The indicators of service accountability according to Rismayadi (2019) are 1) accountability for public service performance, 2) accountability for public service costs, and 3) accountability for public service products.

METHODOLOGY

The location used as the object of research is the Faculty of Agriculture, Gorontalo State University. The approach in this study is quantitative. The research method is expost facto and correlational research design. The sample in the study was 92 people. Data collection uses

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

questionnaires, observations, interviews and documentation. The next test is hypothesis testing (partial test and simultaneous test) and determination coefficient.

RESULTS

1. Classic Assumption Testing

a. Data Normality

The *Normal Probability Plot results* for the normality test are presented in the following Figure 1:

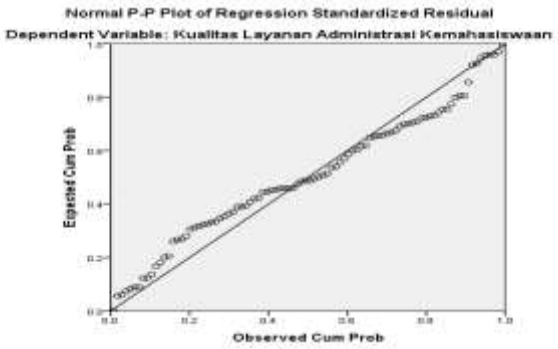


Figure 1: Normal Test Result Graph *Probability Plot*

Based on the image, it can be seen that the data (dots) spread around the diagonal line and follow the direction of the diagonal line. So that the data in this regression model meets the assumption of data normality. Meanwhile, the results *of the One Sample Kolmogorov Smirnov* test are as follows:

Table 1: Normality Test Results

		Unstandardized Residual
N		92
Normal Parameters[a,b]	Red	.0000000
	Std. Deviation	6.69783700
Most Extreme Differences	Absolute	.108
	Positive	.101
	Negative	-.108
Kolmogorov-Smirnov Z		1.037
Asymp. Sig. (2-tailed)		.232

Source: SPSS data processing 21, 2026

From the table above it can be seen that the *Kolomogorov Smirnov* test found that its residual value has a smaller *Kolomogorov Smirnov* value (KS) of 1.037 compared to the Z value *of*

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

the table of 1.96. As well as a probability of 0.232 which is greater than 0.05 so that the data in this study meets the Normality test.

b. Multicollinearity Testing

The results of the test of the classical assumption of multicollinearity using *SPSS 21* are presented as follows:

Table 2: Multicollinearity Testing

Models		Collinearity Statistics	
		Tolerance	VIVID
1	(Constant)		
	Transparency	.507	1.972
	Accountability	.507	1.972

Source: SPSS Data Processing 21, 2026

Based on the results in the table above, it can be seen that the transparency variable has a VIF value of 1,972. Then the accountability value is 1,972. The VIF value is less than the standard number of 10. So that in this study there were no symptoms of multicollinearity or meeting the multicollinearity test of the research data.

c. Data Heterokedasticity Testing

The heteroscedasity test is a test that aims to test whether in a regression there is a difference in variance from the existing residual data. The results of the heterokedasticity test are presented as follows:

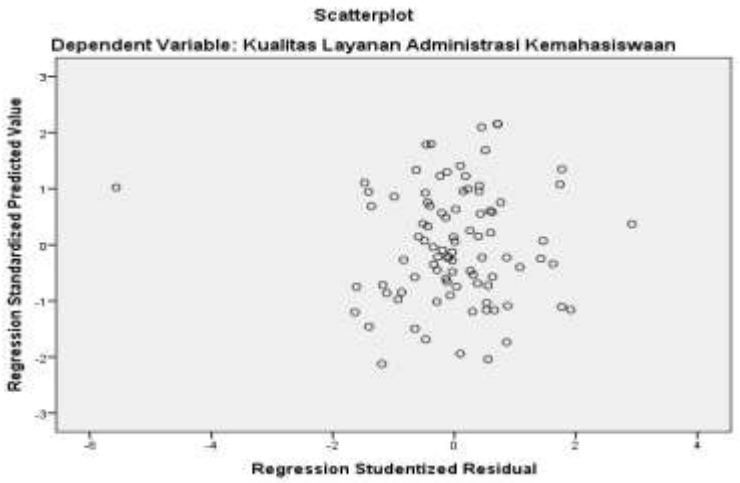


Figure 2: Heterokedasticity Test Results

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Based on the image above, it can be seen that the points are scattered randomly and scattered both above and below the zero on the Y axis. To strengthen these results, it is necessary to carry out a heterokedasticity test with the *Glejser test method*. The results of the heterokedasticity test using the glaxer method are presented in the following table:

Table 3: Results of Glejser Heterokedastista Assay

Models		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.510	2	5.255	.213	.809b
	Residual	2198.379	89	24.701		
	Total	2208.890	91			

Source: SPSS Processed Data 21, 2026

Based on the results of the above data processing, it can be seen that the significance value or P-Value is 0.809. Greater test significance value compared to alpha value 0.05. So it is concluded that the regression model does not have a heterokedasticity problem

2. Multiple Regression Analysis Results

a. Multiple Regression Equations

The results of multiple regression analysis with the help of the SPSS program are shown in Table 4 as follows:

Table 4: Regression Analysis Results

Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.555	4.424		2.838	.006
	Transparency	.416	.086	.434	4.837	.000
	Accountability	.410	.086	.430	4.793	.000

Source: SPSS processed data 21, 2026

Based on the results of the above analysis, multiple linear regression equation model is:

$$\hat{Y} = 12.555 + 0.416X1 + 0.410X2 + \varepsilon$$

Based on the regression equation model, the following things can be interpreted:

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

1) Interpretation of Constant Values

The constant value of 12,555 is a fixed value of the variable of the quality of student administration services at the Faculty of Agriculture, Gorontalo State University if there is no influence from transparency and accountability.

2) Interpretation of Transparency Coefficient Values

The value of the Regression Coefficient of Variable X1 (Transparency) is 0.416, showing that every change in the transparency variable of 1 unit will affect the quality of student administration services by 0.416 times the unit with the provision of other variables in a constant state (*Cateris Paribus*)

3) Interpretation of Accountability Coefficient Value

The value of the Regression Coefficient of Variable X2 (Accountability) is 0.410, indicating that every change in the accountability variable of 1 unit will affect the quality of student administration services by 0.410 times the unit with the provision of other variables in a constant state (*Cateris Paribus*)

b. Partial Test Results (t-test)

The results of the partial test with the help of the SPSS program are shown in Table 5 as follows:

Table 5: Partial Test Results

Yes	Variable	Stuttgart	P-Value	Table	Remarks
0	(Constant)	2.838	0.006		
1	Transparency	4.837	0.000	1.987	Significant
2	Accountability	4.793	0.000	1.987	Significant

nsNot Significant

*Significant at the 0.1 level (2-tailed)
** Significant at the 0.05 level (2-tailed)
Significant at the 0.01 level (2-tailed)

Source: SPSS processed data 21, 2026

Based on the results of the analysis above, the results of partial testing in this study can be described:

1) Partial Test Interpretation of Transparency Variables

Based on the analysis, the t-calculated value for the transparency variable was obtained at 4,837 while the t-table value was 1,987. If the two t-values are compared, the t-calculated

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

value is still greater than the t-table value (4,837 > 1,987). The significance value of the calculation for the transparency variable is 0.000. If the value of transparency significance is less than the probability value of 0.05, or the value (0.000 < 0.05), then Ha1 **is accepted**. So that transparency has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

2) Interpretation of the Partial Test of Accountability Variables

Based on the analysis, the t-calculated value for the transparency variable was obtained at 4,793 while the t-table value was 1,987. If the two t-values are compared, the t-calculated value is still greater than the t-table value (4,793 > 1,987). The significance value of the calculation for the accountability variable is 0.000. If the value of accountability significance is less than the probability value of 0.05, or value (0.000 < 0.05), then Ha2 **is accepted**. So that accountability has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

c. Simultaneous Test Results (F Test)

The results of simultaneous testing with the help of *the SPSS 21* program are shown in the following table 6:

Table 6: Simultaneous Test Results

Models		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7140.201	2	3570.101	77.832	.000b
	Residual	4082.353	89	45.869		
	Total	11222.554	91			

Source: SPSS Data Processing 21, 2026

Based on the table above, the F-calculation value of this study is 77,832 with a significance or probability value of 0.000. Meanwhile, the value of Ftable at the significance level of 5% and df1 of k = 2 and df2 of N-k-1=92-2-1=89 is 3,099. If these two F-values are compared, then the F-calculated value obtained is much greater Ftable. Then the probability value obtained from the test is less than the alpha value of 0.05. Thus, as a whole, it can be concluded that transparency and accountability together have a significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

d. Coefficient Determination Testing

To find out the magnitude of the coefficient of determination (R2), you can see the following table 7:

Table 7: Coefficient of Determination

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798a	.636	.628	6.77268

Source: SPSS Processed Data 21, 2026

Based on the results of the analysis of the determination coefficient in the table above, it shows that the magnitude of the determination coefficient or the number R *Square* is 0.636. This value shows that 63.60% variability in the quality of student administration services at the Faculty of Agriculture, Gorontalo State University can be explained by transparency and accountability, while the remaining 36.40% can be explained by other variables that were not studied in this study such as the competence of service officers, service standards, organizational culture, periodic service performance supervision and evaluation system, participation level and student feedback in service improvement.

Next, a partial coefficient test was carried out. The test results for partial determination coefficients are described in the following table:

Table 8: Partial Determination Coefficient

Models	Standardized Coefficients	Correlation	Determination	
			Value	%
Transparency	0.434	0.736	0.320	32.00%
Accountability	0.430	0.735	0.316	31.60%
Simultaneous Determination Coefficient			**0.636**	**63.60%**

Source: SPSS Processed Data 21, 2026

Based on the results of the analysis of the determination coefficient above, it can be explained for the influence of each variable as follows:

1) Transparency

Based on the calculation above, the value of the determination coefficient is 0.320. So that 32.00% of the ability of the transparency variable in influencing the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

2) Accountability

Based on the calculation above, the value of the determination coefficient is 0.316. So that 31.60% of the ability of the accountability variable in influencing the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

DISCUSSION

1. The Effect of Transparency on the Quality of Student Administration Services

The results of the first hypothesis test with multiple regression analysis found that transparency had a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, State University of Gorontalo with a partial determination coefficient of 32.00%. Transparency can strengthen accountability and social control in the student administration environment. When the entire service process, from registration, payment, to document collection, is carried out with the principle of openness, students can actively supervise and provide feedback on administrative performance. This situation allows for the creation of a more participatory evaluation system, where student voices are accommodated in the improvement of services in the future. In addition, transparency acts as a mechanism to prevent irregularities or abuse of authority by service providers, because the entire process has been documented and widely accessible. Practices like this are very relevant in building campus administration governance that is professional, accountable, and responsive to the needs of the academic community.

Increasing the quality of transparency in higher education institutions, especially the Faculty of Agriculture, Gorontalo State University, is able to create a positive reputation in the eyes of students and the wider community. This not only has an impact on the efficiency of current services, but also builds trust and loyalty of students as part of the main stakeholders. In addition, the culture of transparency will encourage service innovation through the use of information technology, updating procedures, and training administrative officers to be able to adapt to the evolving needs and expectations of students. Therefore, strengthening transparency needs to be made a priority agenda in the strategy to improve the quality of student administration services on a sustainable basis.

So the results of this study are in line with the statement from Yuwono & Nugroho (2021) that transparency is one of the fundamental principles in the implementation of public services that directly contributes to improving the quality of student administration services. In student administration services, the application of the principle of transparency means that all procedures, requirements, and service mechanisms must be openly conveyed to students as service users, so that students can understand and follow the administrative process properly (Sholihah, 2021). Transparency in the implementation of administrative services which is realized through program socialization and information availability is one of the important criteria in measuring the quality of technology-based services. Furthermore, the implementation of e-

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

government that prioritizes transparency has been proven to be able to significantly improve the quality of public services, because the public or students as service users can monitor and supervise the administrative process directly. This is in line with the findings that the transparency of government websites, as measured by the availability and disclosure of public information, contributes positively to the overall quality of administrative services (Ikita et al., 2021). The higher the level of transparency applied in student administration services, both through the clarity of SOPs, information disclosure, and ease of access, the better the quality of service felt by students.

2. The Effect of Accountability on the Quality of Student Administration Services

The results of the second hypothesis test with multiple regression analysis found that accountability had a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a partial determination coefficient of 31.60%. Good accountability implementation can build long-term trust between students and educational institutions. When students realize that every administrative process is based on the principles of honesty, openness, and accountability, they will feel more comfortable and motivated to interact and actively participate in academic and non-academic activities. A positive image of the institution is formed, which ultimately supports the achievement of the strategic goals of higher education, both in terms of improving the quality of graduates, the reputation of the institution, and the competitiveness of the institution at the national and international levels. Therefore, strengthening accountability is not only a regulatory demand, but a fundamental need in the development of a superior and highly competitive student administration service system.

This result is also in accordance with the statement from Amatulloh (2021) that accountability is a critical dimension that substantially affects the quality of student administration services, because accountability requires clear accountability from each service provider for the performance and results achieved. In the context of student administration services, accountability is realized through the clarity of employee accountability mechanisms, the suitability of service implementation with applicable regulations, and the ability of the organization to account for every process and decision taken. The dimension of accountability along with productivity, responsiveness, and responsibility is one of the determining factors for the quality of student administration services, where the speed and accuracy of administrators in submitting fund accountability reports are important indicators of service performance (Sholihah, 2021). This is strengthened by the finding that the application of the principle of accountability in the management of funds and services in educational institutions encourages performance

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

improvement and creates good and reliable institutions, which ultimately has a positive impact on the quality of services received by students (Hindahsari et al., 2022). Furthermore, accountability in public services has five interrelated dimensions, namely transparency, accountability, control, responsibility, and responsiveness, where all of these dimensions collectively form service quality standards that can be measured and evaluated (Yuwono & Nugroho, 2021). Thus, the stronger the application of the principle of accountability in student administration services, the higher the students' trust in the quality of services provided by the institution (Hindahsari et al., 2022).

3. The Effect of Transparency and Accountability on the Quality of Student Administration Services

The results of the third hypothesis test with multiple regression analysis found that transparency and accountability together had a significant effect on the quality of student administration services at the Faculty of Agriculture, State University of Gorontalo with a simultaneous determination coefficient of 63.60%. The combined effect of transparency and accountability on the quality of student administration services shows that there is a strong synergy between the two variables in forming an effective and student satisfaction-oriented service system. When transparency is presented through the delivery of open and clear information, and accountability is implemented in the form of firm and measurable accountability, the entire administrative process takes place efficiently, with minimal obstacles, and is able to meet student expectations. The interaction between these two factors creates a conducive atmosphere for students to access services without hesitation, as well as strengthen trust in educational institutions. Thus, administrative services based on a combination of transparency and accountability not only minimize complaints and potential for maladministration, but also foster a high sense of belonging and satisfaction among students.

Ultimately, the combination of transparency and accountability makes a very significant contribution to the achievement of student satisfaction, which directly impacts the improvement of institutional quality as well as achievements in higher education accreditation. The high level of student satisfaction is one of the main indicators in the accreditation assessment, so that success in building quality administrative services will strengthen the position of the Faculty of Agriculture, Gorontalo State University in the national arena. In addition, a transparent and accountable service environment will also encourage students to be more active in academic activities and student organizations, because they feel supported and appreciated by the campus bureaucratic system. Thus, administrative management that integrates these two aspects is a

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

crucial strategy to create excellent services, build a positive image, and produce highly competitive graduates.

This is in accordance with the opinion of Rafa et al., (2022) that transparency and accountability together have a significant and mutually reinforcing influence on the quality of student administration services, because both are the main pillars in good governance. The simultaneous application of these two principles creates a service ecosystem that is not only open and accessible, but also accountable to all stakeholders. In the context of student administration services, transparency ensures that students obtain complete and accurate information about service procedures, while accountability ensures that every service process is carried out in accordance with standards and can be accounted for (Amatulloh, 2021). Research shows that the implementation of e-government that prioritizes transparency and accountability at the same time has been proven to be able to improve the quality of administrative services, speed up the service process, and increase service user satisfaction (Tiaranika & Maesaroh, 2020). In addition, the application of the principles of transparency and accountability in the management of services in educational institutions, including student administration services, has been proven to encourage improved performance of administrative staff, minimize abuse of authority, and increase student trust in institutions (Hindahsari et al., 2022). Thus, the integration between transparency and accountability in the student administration service system not only improves the quality of services technically, but also builds institutional legitimacy which ultimately contributes to student satisfaction and loyalty as service users.

CONCLUSION

Based on the results of the research and discussion, several research conclusions can be drawn as follows:

1. Transparency has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a partial determination coefficient of 32.00%. The positive influence means that the better the transparency in services, the better the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.
2. Accountability has a positive and significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a partial determination coefficient of 31.60%. The positive influence means that the better the accountability in

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

services, the better the quality of student administration services at the Faculty of Agriculture, Gorontalo State University.

3. Transparency and accountability together have a significant effect on the quality of student administration services at the Faculty of Agriculture, Gorontalo State University with a simultaneous determination coefficient of 63.60%. While the remaining 36.40% can be explained by other variables that were not studied in this study such as the competence of service officers, service standards, organizational culture, periodic service performance supervision and evaluation system, level of participation and student feedback in service improvement. So that the interaction and combination of the two factors are able to make student administration services at the Faculty of Agriculture, Gorontalo State University more quality which in the end make students satisfied, where student satisfaction is one of the superior accreditation assessments with the highest weight.

FUTURE DIRECTIONS

The next research is expected to develop a more comprehensive model by adding other variables that have the potential to affect the quality of student administration services, such as human resource competence, information technology utilization, and organizational culture. In addition, research can be conducted on various other faculties or colleges to obtain a broader generalization of results. A mixed method approach is also suggested in order to be able to dig deeper into student perceptions and service dynamics qualitatively, so as to provide more applicable and sustainable recommendations.

REFERENCES

Amatulloh, D. (2021). Analisis Penerapan E-Government Dalam Peningkatan Kualitas Pelayanan Administrasi Kependudukan Pada Mal Pelayanan Publik Bojonegoro. Dialogue Jurnal Ilmu Administrasi Publik, 3(2), 87-107. https://doi.org/10.14710/dialogue.v3i2.12267

Arsyad, M., & Risnawati. (2025). Kinerja Dinas Perhubungan pada Unit Pelaksana Teknis Daerah (UPTD) Danau Panggang dalam Penarikan Retribusi Pelayanan Kepelabuhan Dermaga Danau Panggang Kabupaten Hulu Sungai Utara. Jurnal Bisnis dan Pembangunan, 14(2), 161–173. https://doi.org/10.20527/jbp.1414i2.88

Bataweya, N., Abdussamad, Z., & Tohopi, R. (2023). Kinerja Pegawai Dalam Meningkatkan Kualitas Pelayanan. Jambura Journal of Administration and Public Service, 4(1), 30-40.

Bhattacharya, A., Sarkar, B., & Mukherjee, S. (2014). Application of AHP in evaluating service

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

quality: A case of educational institutes. International Journal of Decision Sciences, 5(3), 12–25.

Christensen, T., & Lægreid, P. (2016). The whole-of-government approach to public sector reform. Public Administration Review, 76(2), 295–303. https://doi.org/10.1111/puar.12415

Dunggio, M. R., Tui, F. P., & Tohopi, R. (2025). Transparansi Pemberian Bantuan Alat Tangkap Ikan Pada Nelayan Desa. Jambura Journal of Administration and Public Service, 6(1), 27-38.

Dwiyanto, A. (2018). Reformasi Birokrasi Publik di Indonesia. Yogyakarta: Gadjah Mada University Press.

Goumairi, O., El Kandili, Y., & El Khamlichi, Y. (2020). Application of the Servqual Model for the Evaluation of Service Quality in Higher Education. International Journal of Education, 12(4), 220–230.

Hardiansyah. (2018). Kualitas Pelayanan Publik: Konsep, Dimensi, dan Implementasinya. Yogyakarta: Gava Media.

Hindahsari, F., Huriyah, L., & Fitriatin, N. (2022). Pengelolaan Dana Bantuan Operasional Pendidikan di Kantor Kementerian Agama Kabupaten Mojokerto. Jurnal Kependidikan Islam, 12(1), 32-41. https://doi.org/10.15642/jkpi.2022.12.1.32-41

Hyehyun, K., Chung, C., & Park, H. (2023). Perceived transparency of government communication during Covid-19 and citizen satisfaction. International Review of Administrative Sciences, 89(2), 365–381. https://doi.org/10.1177/00208523221094461

Ikita, R., Syahri, M., & Dewi, A. (2021). Analisis Kualitas Website Resmi Dinas Pendidikan dan Kebudayaan Kota Malang. Jolla Journal of Language Literature and Arts, 1(11), 1494-1507. https://doi.org/10.17977/um064v1i112021p1494-1507

Izquierdo-Condoy, J. S., Ruiz-Sosa, C., Tello-De-la-Torre, A., & Ochoa-Pacheco, E. (2024). From education to exploitation: The high price paid by resident physicians in Ecuador's medical specialization. Frontiers in Medicine, 11, Article 1409471, 1–20. https://doi.org/10.3389/fmed.2024.1409471

Karlina, A., Razak, A. R., & Parawu, H. E. (2022). Pengaruh Transparansi Terhadap Kualitas Pelayanan di Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Barru. Kajian Ilmiah Mahasiswa Administrasi Publik (KIMAP), 3(5), 1411-1423.

Mahmudi. (2019). Manajemen Kinerja Sektor Publik. Yogyakarta: UPP STIM YKPN.

Mardiasmo. (2018). Akuntansi Sektor Publik. Yogyakarta: Andi Offset.

Masiya, T., Davids, Y. D., & Lubinga, S. (2025). South African municipal performance through the lens of Batho Pele Principles: A public perspective. Artha Journal of Social Sciences, 24(1),

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

75–94. https://doi.org/10.12724/ajss.24.4

Mohi, W. K., Aneta, A., Abdussamad, Z., & Aneta, Y. (2025). Thinking Again in Educational Services at Private Universities in Gorontalo Province. Journal Dimensie Management and Public Sector, 6(3), 184-204.

Montano, M. R., Gonzales, R. A., & Alba, S. P. (2025). Enhancing institutional quality: An assessment of accreditation readiness and stakeholder experiences. ResearchGate. https://www.researchgate.net/publication/395762545

Ocampo, M. J. R., Salazar, N. T., & Villeta, R. B. (2025). A Management System Framework for Evaluating and Improving Student Services. Proceedings of the 15th International Conference on Industrial Engineering and Operations Management, Singapore, 2086–2096. https://doi.org/10.46254/AN15.20250483

Pană-Micu, F. (2025). The economic value of data: From data to decisions in the public sector. Theoretical and Applied Economics, Vol. XXXII(3(644)), 337–347. https://doi.org/10.47535/1991-3494.2025.3.644.337

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (2016). SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. Journal of Retailing, 64(1), 12-37.

Permatasari, P. A., & Hardiyansyah, H. (2020). Pengaruh kualitas pelayanan administrasi terhadap kepuasan mahasiswa. Jurnal Ilmiah Administrasi Publik, 6(1), 11–20. https://doi.org/10.26858/jiap.v6i1.11637

Rafa, S., Kurniawan, I., & Rantau, M. (2022). Implementasi Prinsip Good Governance Dalam Pelayanan E-Ktp Dan Kartu Keluarga Di Kecamatan Benda Kota Tangerang. Ministrate Jurnal Birokrasi Dan Pemerintahan Daerah, 4(3), 95-102. https://doi.org/10.15575/jbpd.v4i3.20997

Rismayadi, D. (2019). Akuntabilitas dan Transparansi dalam Pelayanan Publik di Kecamatan Parigi Kabupaten Pangandaran. Dinamika: Jurnal Ilmiah Ilmu Administrasi Negara, 6(1), 8-14.

Salim, A. A., Tohopi, R., & Ramadhan, N. F. (2025). Strategi Pemerintah Kabupaten Gorontalo Tingkatkan Akuntabilitas Pengelolaan Pajak Bumi dan Bangunan Perdesaan dan Perkotaan. PUBLIKA: Jurnal Ilmu Administrasi Publik, 11(2), 248-258.

Sedarmayanti. (2017). Good Governance: Kepemerintahan yang Baik dalam Rangka Otonomi Daerah. Bandung: Mandar Maju.

Sholihah, N. (2021). Analisis Kinerja Organisasi Dalam Mewujudkan Pelayanan Berkualitas Kepada Pengurus Unit Kegiatan Mahasiswa (UKM) Universitas Negeri Malang (UM). Jamp Jurnal Administrasi Dan Manajemen Pendidikan, 4(2), 152.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

https://doi.org/10.17977/um027v4i12021p152

Sinambela, L. P. (2018). Reformasi Pelayanan Publik: Teori, Kebijakan, dan Implementasi. Jakarta: Bumi Aksara.

Solihin, D. I. Y., Tahir, A., Aneta, Y., & Abdussamad, J. (2020). The Complexity of Realizing Good Governance in Public Services. International Journal of Advanced Engineering, Management and Science, 6(10), 445-450.

Tetteh, A., & Asante, G. (2025). Empowering local governance: The Mandanas-Garcia ruling and its impact on basic education. ResearchGate. https://www.researchgate.net/publication/395964365

Tiaranika, U. and Maesaroh, M. (2020). Inovasi Pelayanan Superone (Surat Pengantar Online) Di Kecamatan Candisari Kota Semarang. Dialogue Jurnal Ilmu Administrasi Publik, 2(2), 160-175. https://doi.org/10.14710/dialogue.v2i2.9942

Yuwono, S. and Nugroho, T. (2021). Pengadaan Gamelan Yang Akuntabel Dengan Metode Tender Dikecualikan Di Dinas Kebudayaan Daerah Istimewa Yogyakarta. Jurnal Pemerintahan Dan Kebijakan (Jpk), 2(3), 127-135. https://doi.org/10.18196/jpk.v2i3.12669

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License