



Level of Understanding And Implementation of Service Excellent By Academic Community: A Study of Pharmacy Lecturers At STIKES Kendal

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Abstract

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Service excellent in education is considered crucial, especially for producing high-quality graduates who can provide the best service to customers when they enter the community. The purpose of this study was to determine the level of understanding and implementation of service excellent among the academic community, particularly among pharmacy lecturers at STIKES Kendal. The research used was quantitative. The study was conducted with D3 and S1 pharmacy lecturers at STIKES Kendal who were willing and met the inclusion criteria as respondents. The study used an electronic questionnaire in the form of a Google Form. The level of understanding and level of implementation of good service excellent among D3 pharmacy lecturers and S1 pharmacy lecturers at STIKES Kendal is very good, this is shown by the results of the research questionnaire which shows a percentage of 100%. Although the level of understanding and implementation of service excellent among D3 and S1 pharmacy lecturers at STIKES Kendal is very good, this study does not yet demonstrate the impact of the service excellent provided by these educators on students. Therefore, suggestions for future research are expected to examine how students perceive the service excellent provided by pharmacy lecturers during their learning process while studying at university.

Keywords: Understanding, Implementation, Service Excellent.

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INTRODUCTION

The definition of the application of service excellent is the best service provided to customers based on service standards and procedures with high quality standards and always following the development of customer needs at all times, consistently and accurately (Qur'ani, 2024). Service excellent as an effort to improve the quality of the learning process is crucial. Educational institutions should be able to provide the best possible service to students (Yaqien, 2017). To ensure sustainable service quality, education practitioners must build a quality service culture through servant leadership, service competency training and the application of integrated quality management principles (Muslikhin et al., 2025). Islamic educational institutions have a responsibility to provide maximum service to customers. Customer satisfaction in Islamic educational institutions, as defined by the fulfillment of customer needs, means that all needs are met and met



according to the desired criteria. The higher the capacity for needs to be met, the higher the level of satisfaction (Wati et al., 2023). Meanwhile, the types of services implemented at the Darussalam Guntur Modern Islamic Boarding School, Batubara Regency, include physical and non-physical services as the standard for determining service excellent to students (Subiantoro & Pangeran, 2022).

Interpersonal communication is an implication that has an impact on service activities provided by teachers and principals at Sawangan Depok Kindergarten as an effort to improve service excellent in supporting the teaching and learning process during the pandemic (Mariam et al., 2021). One of the efforts that can be made to maintain the quality of education during the Covid-19 pandemic is by adjusting the learning methods provided to students (Utomo et al., 2025).

Service excellent is considered to significantly increase customer satisfaction and loyalty in education (Muslikhin et al., 2025). Good communication factors between tutors and students, competence in delivering material, increased student grades at school, easy and cheap administration significantly influence student satisfaction with Mentari Cerdas Banjarmasin tutoring (Syafri et al., 2022). Implementation of service excellent such as special training for service excellent, friendly communication, providing a family atmosphere and providing adequate facilities are efforts to increase marketing in the field of education (Puspitasari, 2019). The concept and implementation of service excellent influence customer satisfaction in education. Planned, measurable, and sustainable service excellent significantly increases satisfaction, loyalty, and a positive image of educational institutions (Muslikhin et al., 2025). The delivery of superior customer service is consistently recognized as a fundamental characteristic of prosperous organizations. This principle applies equally to service-based industries and to manufacturers of goods that necessitate robust service networks (Zeithaml et al., 1990). Within the academic sphere, a study by Tanjung et al. (2019) corroborates this view, demonstrating that student satisfaction with higher education institutions is significantly shaped by perceived quality in five specific areas, which include physical facilities, reliability, responsiveness, confidence in staff, and personalized care. As well as the results of community service activities carried out in an effort to improve service excellent using the SERVQUAL method approach carried out during training activities, it was found that there were five dimensions that needed to be considered, including tangible, reliability, responsiveness, assurance and empathy (Hafni et al., 2024).

Although the results of the service excellent assessment at Paramadina University were deemed good, to achieve student satisfaction, excellent service must continue to be improved. To enhance knowledge and skills in providing service excellent, competency training is required (Yusuf & Anggraeni, 2022). This obstacle is also one of the factors inhibiting service excellent at SMAN Pakusari, which states the lack of training or career education for employees (Aprilyani et al., 2024). Obstacles that occur at the Darussalam Guntur Modern Islamic Boarding School, Batubara Regency in implementing service excellent are due to the lack of service excellent education personnel, limited expert personnel to control students and in determining the standards of the Darussalam Guntur Modern Islamic Boarding School, Batubara Regency (Subiantoro & Pangeran, 2022).

Based on this background, service excellent in education is considered crucial, especially for producing high-quality graduates. This study will focus on the academic community in the healthcare sector, particularly pharmaceutical workers. The author is interested in further discussion in this study, which aims to determine the level of understanding and implementation of service excellent among the academic community, particularly pharmacy lecturers at STIKES Kendal.

METHODS

The type of research used was quantitative. The population and sample in this study were pharmacy lecturers at STIKES Kendal, consisting of D3 and S1 pharmacy graduates. The data collection tool used was an electronic questionnaire in the form of a Google Form. According to the literature, a questionnaire is a set of questions designed and compiled to obtain data (Sucipto, 2020). Several research steps were carried out, including asking for approval to be a research respondent from the STIKES Kendal pharmacy lecturer. Research data collection was carried out by providing an electronic questionnaire in the form of a Google Form link to research respondents who were willing and met the inclusion criteria. Then, it ended by processing the results of the research respondent questionnaires that had been obtained so that results and conclusions could be drawn. This research carried out ethical principles by paying attention to respect, kindness, justice, culture, norms, safety and welfare for research respondents who were willing to participate and met the criteria in the research. In conducting the research, the ethical considerations upheld by the researcher adhered strictly to the national guidelines for scientific inquiry, thereby safeguarding the welfare of the participating individuals and communities (Komisi Etik Penelitian dan Pengembangan Kesehatan Nasional & Indonesia, 2017).

RESULTS & DISCUSSION

Based on the results of the electronic questionnaire in the form of a Google form that was given to research respondents regarding the level of understanding and implementation of service excellent among pharmacy lecturers at STIKES Kendal, the following results can be seen:

Table 1. Gender of Research Respondents

No	Gender	Percentage
1	Male	12,50%
2	Female	87,50%
Total Percentage		100%

Based on table 1, it can be seen that the majority of respondents who participated in the research were female with a percentage of 87.50% and male respondents had a percentage of 12.50%.

There are several literature results conducted on the academic community with a majority of female respondents, including the results of community service conducted by vocational students at Universitas Widya Husada Semarang with 50% female respondents and Universitas Bhakti Kencana Kendal Campus, where 100%

of respondents were female (R. M. A. W. Utami et al., 2024; Utomo et al., 2026). Meanwhile, based on research activities, the majority of female respondents can be seen in the results of research conducted on pharmacy students at STIKES Kendal and radiology students at Universitas Widya Husada Semarang which showed a figure of 55%, as well as research conducted on final year radiology students at Universitas Widya Husada Semarang which showed a percentage of 83.3% (L. R. W. Utami et al., 2025; Utomo et al., 2025).

Table 2. Homebase of Research Respondents

No	Homebase	Percentage
1	D3 Pharmacy	37,50%
2	S1 Pharmacy	62,50%
Total Percentage		100%

Based on table 2, it can be seen that the majority of the home base of respondents who participated in the study were S1 pharmacy lecturers with a percentage of 62.50% and research respondents who were D3 pharmacy lecturers had a percentage of 37.50%.

There are literature results conducted on the academic community with a home base of the pharmacy study program, including the results of research conducted on D3 pharmacy students at STIKES Kendal with a percentage of 44% (Utomo et al., 2025).

Table 3. Level of Understanding of Service Excellent of Research Respondents

No	Question	Answer Yes	Answer No	Total Percentage
1	Do you understand about service excellent?	100%	0%	100%
2	Do you understand the basic concept of 7A+S which consists of attitude, ability, attention, action, accountability, appearance, affirmation and sympathy in service excellent?	100%	0%	100%

Based on table 3, it can be seen that the questionnaire results show that all research respondents understand service excellent with a percentage of 100% and all research respondents understand the basic concept of 7A + S in service excellent which consists of attitude, ability, attention, action, accountability, appearance, affirmation and sympathy.

The level of understanding of D3 pharmacy lecturers and S1 pharmacy lecturers at STIKES Kendal obtained very good results based on the results of the research questionnaire which showed results of 100% stating that all research respondents understood about service excellent and results of 100% stated that all research respondents understood the basic concept of 7A + S which consists of attitude, ability, attention, action, accountability, appearance, affirmation and sympathy for service excellent.

Based on the literature which is the result of community service, it is known that after the mentoring activities carried out by the community service team, there was an increase in understanding among prospective radiographers regarding service excellent radiology (Utami et al., 2024). Meanwhile, based on literature which is the result of research, it states that the level of knowledge of health workers in Kendal Regency regarding prime services is considered high with a percentage of 94% (Utami & Utami, 2025).

The orientation of service excellent includes providing fast and accurate administrative services, attitudes, empathy, communication and professionalism of teaching and education staff (Muslikhin et al., 2025). In the context of Islamic educational institutions, the scope of services encompasses academic guidance, human resource administration, financial management, and staff welfare support (Wati et al., 2023).

Table 4. Level of Implementation of Service Excellent by Research Respondents

No	Question	Answer Yes	Answer No	Total Percentage
1	Do you feel that you have implemented good, service excellent while working?	100%	0%	100%
2	Do you provide good, service excellent to students during learning activities as a provision for students to serve customers during practice in service and/or as	100%	0%	100%

a provision for
work later?

Based on table 4, it can be seen that the results of the questionnaire show that all research respondents have implemented good service excellent while working, which is indicated by a percentage of 100% and all research respondents have provided students with good service excellent during the teaching and learning process, which is expected to be a provision for students when practicing in service and provisions for work, which is indicated by a percentage of 100%.

The results of the study on the level of implementation of service excellent to D3 pharmacy lecturers and S1 pharmacy lecturers at STIKES Kendal are very good, this is shown by the results of the research questionnaire which shows that all research respondents feel they have implemented good service excellent while working with a percentage of 100% and all research respondents think that they have provided good service excellent to students during teaching and learning activities as provisions for students to serve customers when practicing and working in service with questionnaire results of 100%.

Research conducted on healthcare workers in Kendal Regency indicates that the implementation of excellent service in patient care achieved a 46% adherence rate to key elements such as speed, accuracy, friendliness, and comfort (Utami & Utami, 2025). Complementing these findings, a community service study highlights that the quality of radiology services can be optimized by focusing on professional appearance, interpersonal skills (including friendliness and attention), appropriate attitude and actions, patient comfort, accountability, and technical competencies like skills, speed, and accuracy during service delivery at the Radiology Installation (Utami et al., 2024).

The implementation of service excellent at Islamic educational institutions at the office of the Ministry of Religion of West Pasaman Regency includes tangibles, namely the office has adequate facilities to support comfort, reliability, namely consistent and reliable service, responsiveness, namely employees show high responsiveness to community needs, assurance, namely the service provided has a sense of security and trust, and empathy, namely employees show special attention to individual needs (Yenni et al., 2025). The implementation of service excellent at SMKN 4 Malang includes publications, promotions, standard operating procedures, workshops, soft skills, morning roll calls, supporting infrastructure, complaint handling and customer satisfaction surveys (Cahyawati, 2017). At Mandiri University, the application of service excellence encompasses six key indicators of public service standards: procedural framework, processing duration, financial obligations, deliverable outputs, physical facilities, and the professional qualifications of service personnel (Maryam, 2024). The implementation of service excellent management at SMAN Pakusari is carried out with several points. First, using standard operating procedures for service as a reference and minimizing errors in decision-making. Secondly, the actualization of service excellence is realized through the provision of religious and family-oriented services by the academic community. The school further cultivates this by implementing a motivational system of rewards and punishments, fostering an organizational culture characterized by high morale. This approach ensures that the service quality

remains optimal, driven by sincerity and profound loyalty in customer interactions. Thirdly, the successful implementation of service excellence is supported by the availability of comprehensive infrastructure and an adequate number of staff (Aprilyani et al., 2024).

CONCLUSION

Based on the research results obtained based on electronic questionnaires given to research respondents who are D3 pharmacy lecturers and S1 pharmacy lecturers of STIKES Kendal, it can be concluded that the level of understanding related to service excellent is classified as very good with a percentage of 100% and the level of implementation of service excellent is also classified as very good with a percentage showing 100%. This good level of understanding and implementation of D3 pharmacy lecturers and S1 pharmacy lecturers of STIKES Kendal can be a provision for educators to educate students to be able to know and apply good service excellent while studying at the tertiary level so that when carrying out field work practices and when working in various health facilities can apply good service excellent to customers in services as pharmaceutical personnel. The implementation of good service excellent is expected to provide satisfaction to customers so that customers can feel trust and can return to health facilities using services as health personnel in this study, especially pharmaceutical personnel when needed again.

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