

## NEW PUBLIC SERVICE PARADIGM IN FISIP INSTITUTION OF MUHAMMADIYAH UNIVERSITY JAKARTA

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### Abstract

This research is to find out alternative strategies for improving the quality of institutional services for lecturers and education staff at FISIP Muhammadiyah University Jakarta with the principle of New Public Service in institutional services for lecturers and education staff. The background of public service literature is fundamentally humanistic (citizens do not serve customers), where the public interest (seeking the public interest) and accountability for the Implementation of New Public Services are prioritized on the principle of being able to increase the synergy of public services and the responsiveness of public service organizations to the needs of lecturers and education staff in FISIP Muhammadiyah University Jakarta, applying the citizen model does not serve customers, strives for public interest and public service accountability as part of the New Public Service principle as an alternative to improving the quality of public services. The service process for FISIP lecturers and education staff at the University of Muhammadiyah Jakarta is a process of interdependence between the actors involved and bargaining occurs between actors.

**Keywords:** Public Service, New Implementation, Interaction of Actors, Lecturers and Education Personnel, Public Service.

### INTRODUCTION

The quality of educational services always demands improvements to institutions and their educational equipment, both in the process of formulating policies and in providing educational services. It is a challenge for educational institutions in this case to provide services to lecturers and educational staff as a form of obligation. Educational institutions with the authority to provide excellent service at two poles of stigma and paradigm views between lecturers and education staff as recipients of services and FISIP institutions at the University of Muhammadiyah Jakarta (UMJ) as service providers. The FISIP UMJ institution is faced with changing times at the level of modernization and ongoing bureaucratic reform by the moving demands of society as well as technological and scientific developments in a classic and traditional organizational culture. In the implementation of FISIP UMJ institutional services to lecturers and education staff as a form of public service by the provisions of the rules, norms, and applicable statutory provisions as the function of the FISIP UMJ institution which is obliged to provide services to Lecturers and Education Staff. The size of serving lecturers and education

staff by FISIP UMJ institutions through the provision and delivery of services has not been able to provide satisfaction to FISIP UMJ lecturers and education staff. This responds lecturers and education staff to evaluate the implementation of public administration through the formulation of comprehensive Education policy formulations at FISIP UMJ as a result of the complexity and dynamics of social shifts faced by the government.

The three principal views of the knife of public administration analysis, include old public administration, new public management, and new public service management. The author views the new public service (NPS) as the involvement of the public with stakeholders as a process of democratizing public service reform.

Lecturers and Education Staff as beneficiaries of public services carried out by FISIP UMJ institutions, in this case, Lecturers and Education Personnel are elements of society according to Law No. 25/2009 Article 1 number (6) namely "all parties, both citizens and residents as individuals, groups, or legal entities that are domiciled as beneficiaries of public services, either directly or indirectly." The context of this arrangement shows that society is the object of benefit from the implementation of public services. In the process, public satisfaction becomes the main measure of achieving the goals of public service. Consumers, in this case, the community in public services in Law No. 25/2009, are important stakeholders who have the right to get the best service. The presence of a balance between stakeholder roles and public accountability is the main point of public service.

Public regulation by bureaucratic authority has enormous power to regulate society. At FISIP UMJ institutions, actors have a monopoly on social control with the authority to collaborate with lecturers and education staff in terms of public services in the broader field of education, including students and parents/guardians of FISIP UMJ students. There is a tendency for students who are the target of educational programs from the services of Lecturers and Education Personnel to be positioned as a party with a lack of power. The character of the civil/civil paradigm is still not part of public service accountability. The integrity of the behavior of public servants becomes an actual phenomenon associated with the socio-cultural, legal, and mental aspects that shape the organizational culture of educational services at FISIP UMJ.

### **Formulation of the Problem**

In the service line of FISIP UMJ institutions that reflect the implementation of bureaucratic integrity. Institutional integrity in the service bureaucracy of lecturers and education staff at FISIP UMJ. Public service bureaucratic culture on segmentation to construct bureaucratic culture reform on bureaucratic integrity to achieve accountability for lecturer and educational staff services Accountability factors on organizational culture and ethical behavior, patterns of institutional behavior, policy implementation and institutional services for lecturers and education staff.

## **LITERATURE REVIEW**

### **Educational Services**

In developing and improving the quality of human resources, education services play an important role. However, interest and attention to aspects of the quality of educational services can be said to have only developed in the last decade. The success of educational services is determined by providing quality services to the users of these educational services (students, stakeholders, and community). Simply put, educational services can be interpreted as educational services. The word service itself has several meanings, ranging from personal service to service as a product. Rambat Lupiyadi and A. Hamdani, *Service Marketing Management*, (Jakarta: Salemba Empat, ed II, 2006) page: 5

Kotler's view defines services in the *Integrated Services Management* book as any action or activity that can be offered to other parties, basically intangible and does not result in any ownership, service production may be related to physical products or vice versa. M N. Nasution, *Integrated Service Management*, (Bogor: Ghalia Indonesia, 2004), Page: 6

Stanton's view of services is identified as an intangible activity which is the main object of a transaction designed to provide the desire or satisfaction of the customer. Meanwhile, Zaithmal and Bitner argue: "include all economic activities whose output is not a physical product or construction, is generally consumed at the time it is produced, and provides added value in forms (such as convenience, amusement, timelines, the comfort of health) that are essentially intangible concerns of its first purchaser". Indonesian University of Education administration lecturer team, *Education Management*, Page 334

All economic activities in service relations produce outputs other than products and physical terms, consumed and produced at the same time, provide added value, and are principally intangible for the first buyer.

It can be concluded that education as a service product is something that is intangible but can meet consumer needs which are processed using or not using physical product assistance where the process that occurs is an interaction between the service provider and the service user which has properties that do not result in a transfer of rights or ownership. Services are not goods but intangible processes or activities.

Education is a process of humanizing humans or a process that must be carried out both institutionally and non-institutionally which involves physical and non-physical and requires infrastructure and skills or skills. Thus Educational Services are all activities related to education that prioritize service in the process.

### **Service**

According to Philip Kotler quoted by Fajar Laksana, service is any action or activity that can be offered by one party to another, which is intangible and does not result in any ownership. According to Lehtinen (1983), in Sampara Lukman, service is an activity that is profitable in a group or unit and offers satisfaction even though the results are not tied to a product physically.

### **Quality**

According to Gaspersz (1997), Sampara Lukman states that quality is everything that can fulfill the desires or needs of customers (meeting the needs of customers). Meanwhile, according to Tjiptono (1995), there are five sources of quality found, namely:

- a. Programs, policies, and attitudes that involve commitment from top management
- b. An information system that emphasizes accuracy, both on time and in detail
- c. Product design that emphasizes reliability and extensive product engagement before releasing to market
- d. A production and labor policy that emphasizes well-maintained equipment, well-trained workers, and prompt detection of deviations
- e. Vendor management emphasizes quality as the main goal.

### **Service quality**

According to Zeithaml Parasuraman-Berry (1990) to find out the quality of service that is felt by consumers in real terms, there are indicators of customer satisfaction that lie in five dimensions, namely

- a. Aspects of Reliability (management reliability in the lecture process)
- b. Responsiveness Aspect (responsiveness of management in providing services quickly)
- c. Assurance Aspect (Management's ability to provide confidence to Lecturers and Education Personnel that the services provided are by the provisions)
- d. Empathy Aspect (Willingness/care management to pay attention to Lecturers and Education Staff)
- e. Tangibles Aspect (Assessment of owned infrastructure to support adequate and well-accessible learning activities)

According to Gaspersz (1997), Quality of service is a service activity provided to a person or another person, organization, or government/private (social, political, NGO, etc.) by applicable regulations.

### **New Public Service (NPS)**

In theory, the science of public administration in theory with the New Public Management (NPM) and New Public Service (NPS) approaches cannot be separated initially;

- a. Democratic citizenship theory (democratic citizenship theory)
- b. Forms of community and civil society (community mode and civil society)
- c. Humanism organization (humanism organization).
- d. Post modern science of public administration.

According to Denhardt & Denhardt that the government should carry out public services in the form of New Public Services (PPB) in its application it is not carried out like a company but services are carried out in a democratic, fair, equitable, non-discriminatory, honest and accountable manner. A paradigm gives primacy;

- a. The public interest is the main foundation in the process of administering government as a form of embodiment of democratic values.
- b. Based on these democratic values, it will provide energy for bureaucrats/government employees to serve society in a more just, equitable, honest, and responsible manner.

The new public service paradigm and concept is based on democratic values and theory which assumes that the government's job is to prosper the people and be accountable for their performance to the people as well, meaning that governments must respond to the needs and desires of their citizens (citizens). Innovation in the public service process is carried out through community cooperation with the bureaucratic apparatus which leads to administrative activities and citizen activities towards a democratic public service, so the choice of the New Public Service (NPS) is expected to provide an objective arrangement for the bureaucracy. This paradigm and concept require the readiness of the government apparatus in providing public services. because public service takes enough time and requires enough energy to be able to influence the entire existing system. The solution put forward is that the bureaucratic/government apparatus must be able to absorb the aspirations of the community as a public involved in managing governance. Although it is not easy to ignore the pattern of service by governing and managing it as conceptualized in the old administration (old administration). The NPS paradigm and concept are carried out to manage administration in government institutions that are different from private/business organizations. The dynamics of state administration are carried out and driven toward a democratic government. The mission of public organizations is not only to satisfy service users (customers) but also to provide goods and services as the fulfillment of public rights and obligations. In the NPS concept, citizens or people who use public services are not just satisfied customers, but the state administration seeks to provide citizens the right to obtain public services. The NPS considers it important to involve multiple actors in administering public affairs.

## **RESEARCH METHODS**

This study uses a qualitative research method that focuses on aspects of public policy and services. This qualitative research method was carried out to collect data in a representative and efficient manner as well as provide a detailed description of the Application of the New Public Service Principles in Institutional Services to FISIP UMJ Lecturers and Education Personnel.

## **DISCUSSION**

The perspective of the Principles of New Public Service in Institutional Education Services for Lecturers and Education Personnel Reframing Views of New public service with the background of the FISIP institution at the University of Muhammadiyah Jakarta (UMJ) where the FISIP UMJ institution is self-interest, more than that as a value, belief, and attention to lecturers and education staff. The FISIP UMJ institution is an educational service in achieving common goals for the benefit of lecturers and education staff. Public interest (public interest) is a reciprocal communication by involving the public in this case Lecturers and Education Personnel with positions and positions in seeking shared values and common interests between institutions and lecturers as well as broad educational staff in the process of aggregating interests. The views of Denhardt J. V. and R. B. Denhardt, (2003) then convey several new public service principles.

Serving Lecturers and Education Personnel, Not as Customers (Not Customers), is a New Public Service Paradigm seen in the needs of Lecturers and Education Personnel who have the

same rights and obligations as the public. In this case, lecturers and education staff are not only seen as customers, such as buying or paying for goods and services. Lecturers and Education Personnel become recipients and users of public services as subjects of their various obligations to comply with institutional regulations of FISIP UMJ, and so on so that these public services must be provided by institutions properly.

Prioritizing the Public Interest (the Public Interest Priority) in the role of the FISIP UMJ institution encourages togetherness and builds collective value in the public interest of FISIP UMJ. To find solutions to the wishes of the FISIP UMJ community, in this case, students for the common interest as a form of equal responsibility between lecturers and education staff and FISIP UMJ institutions.

Politics and administration are separated as is the case with the Old Public Administration (OPA), where education policy formulation is monopolized by institutions. Lecturers and education staff are only implementers of the public interest in education/students in education services in education policy. Implementation of the main function of public administration is limited to administrative functions such as implementing policies by establishing institutions efficiently and effectively. The view of New Public Management sees Lecturers and Educational Staff as individuals according to their interests in the educational formulation. Collective choice and desire are a virtue.

The administration is a form of responsibility for the interests of education in its use in the New Public Management. Public choice theory with the public interest (public interest) could be ideal, in a marketable way, when individuals are faced with choices that become important with collective action through the foundation of shared values. Individual interests in educational services are most appropriate in the decision-making process for the collective interest (public interest) should be useful and can be formulated.

The New Public Service perspective on bureaucrats is not a policy-making actor in formulating public interests the main actor is a public administrator in the government system. The guideline for public administrators is the community, interest group organizations, pressure group organizations, senators and legislatures, as well as other organizations. As a bureaucrat with its role in helping the community to be able to spell out the public interest.

The community has choices at every stage of the government process, not only being involved during general elections but the community is involved in the process of public-public dialogues. The causality of the argument influences each other with the roles and responsibilities of the scope of public administration in the orientation of achieving economic goals but also values with the manifestation of the public interest with honesty, justice, humanity, and so on.

Public services in the field of education are institutional obligations to fulfill the wishes and needs of the community, in this case, students, with services to lecturers and education staff. In this public service in the field of Education, the great hopes of FISIP UMJ residents, in this case, are Lecturers and Education Staff to make this Public Service in the Education sector prime. Education Staff. As for Education services aspects include:

Educational administration services, learning services, co-curricular services, research services, and educational information services are the five main types of services in the education sector. (Umaedi (1999:7). Academic administrative services are services to customers in academic terms, with appropriate principles determined in achieving

organizational goals more efficiently and effectively.

The services provided by managers to lecturers and education staff, in general, are services regarding administration, for example, such as distributing lecture schedules and rooms, attendance, and study program development activities integrated with service improvement programs, especially in the field of facilities and infrastructure. The development of study programs can also be seen in the development of teaching and learning facilities and infrastructure.

The measurement of lecturer performance is based on the main task or main task of a lecturer, namely in the fields of teaching, research, and community service according to the duties and functions of lecturers in the Lecturer Work Guidelines and Evaluation of the Implementation of Higher Education Tridharma (Kustono, 2010: 7). The data obtained in this study are not only limited to the performance of lecturers in the field of teaching but also the performance of lecturers in the field of research and community service will also be examined in this study. For a lecturer to have reliable abilities in each field of work, various efforts are needed. From the efforts that have been made, it is deemed necessary to evaluate the performance of lecturers to find out how well the performance of lecturers is while serving in a higher education institution.

Transparency must be put forward considering that the FISIP UMJ community is currently a society with sensitivity in criticizing educational services. Institutions as service providers engaged in educational services can no longer ignore the current services of lecturers and education staff. The primacy of public services in the field of community education FISIP UMJ has high expectations of equal rights in receiving services without prioritizing differences.

The link between institutional management and lecturer performance services and academic administration services for educational staff is a response (feedback) to various aspects of the performance provided by lecturers and academic administration services for educational staff regarding their obligations, duties, and responsibilities which are part of the learning process and administration through the procedures for delivering lecture material, innovation of lecturers and education staff, lecturers and education staff in work discipline, communication of actors, utilization of lecture infrastructure.

In the process of providing public services, the principles of public service that Surjadi put forward are (1) simplicity, (2) clarity, (3) certainty and timeliness, (4) accuracy, (5) non-discrimination, (6) responsibility, (7) completeness of facilities and infrastructure, (8) ease of access, (9) honesty, (10) thoroughness, (11) discipline, (12) safety and comfort (2009: 65-66). This principle is expected by the public in the realization of educational services for lecturers and education staff.

The performance of FISIP UMJ lecturers and education staff can affect the satisfaction of the lecture process. The performance of lecturers and academic administrative services for education staff who have a good positive effect on lecture achievements is assessed from aspects in the variable indicator of satisfaction of lecturers and education staff at FISIP UMJ. The Challenge is to increase the satisfaction of lecturers and educational staff to improve the performance of lecturers and educational staff within the scope of the quality of academic administration services which increases with educational staff in the lecture process increasing together with increasing lecture satisfaction.

The effect of reliability on Management/Management Reliability in the lecture process is the ability to provide managerial services that satisfy lecturers and FISIP UMJ education staff, such as timeliness of agreements, transparency of services, and effectiveness. Reliability here is the extent to which educational staff and lecturers can respond quickly in understanding and overcoming problems encountered in the lecture process. The more reliable the results shown by education staff and lecturers, the more problems faced by students will be quickly resolved.

The effect of responsiveness on the satisfaction of lecturers and education staff is the responsiveness of management/managers in providing services quickly. Responsiveness of managers is the desire of education staff and FISIP UMJ lecturers in providing responsive services to help lecturers and education staff in smooth service. High responsiveness by managers, the obstacles faced by lecturers and education staff will be quickly resolved, it will affect student satisfaction. Based on the results of the study, the implementation of responsiveness service quality aspects by managers is quite good. Responsive services/responsiveness of managers affects the performance of FISIP UMJ lecturers and education staff.

The effect of assurance on the ability of management/managers to provide confidence to lecturers and education staff that the services provided are by the provisions. Assurance (guarantee) is knowledge of ability, courtesy, and the nature of trust in managing the service satisfaction of lecturers and education staff at FISIP UMJ. Managerial assurance/guarantee will have an impact on the satisfaction of lecturers and education staff. The thing that can determine the satisfaction of lecturers and education staff is assurance, and service satisfaction on the institutional managerial ability to develop a sense of trust and confidence in lecturers and education staff.

The effect of empathy on the willingness/awareness of management/managers to pay attention to lecturers and education staff. Satisfaction of lecturers and education staff in the Empathy aspect makes it easy to make relationships, with effective communication with personal attention to understand the services of FISIP UMJ lecturers and education staff, as a form of accountability, security, and comfort to be considered on a priority scale for lecturers and education staff. With higher empathy by managers toward FISIP UMJ lecturers and education staff, it has an impact on the service satisfaction of lecturers and education staff. The implementation of empathy service quality dimensions by management institutions has been satisfied. The provision of empathy services with full attention is the need for FISIP UMJ lecturers and education staff. The results of the study found that the implementation of the empathy service quality dimension by institutional managers was satisfactory. Providing empathy services to pay attention to the main needs of lecturers and education staff.

The influence of tangibles on the assessment of lecturers and education staff on the facilities and infrastructure owned to support learning activities that are adequate and accessible properly. Tangibles aspects of the services of lecturers and education staff on the Tangibles aspects affect the satisfaction of FISIP UMJ lecturers and education staff. The reliability of the management of the Tangibles aspect of services is increasingly higher downstream on the satisfaction of lecturers and education staff. The Tangibles aspect affects the comfort and convenience of service to lecturers and education staff. Managerial management on the Tangibles aspect affects the service satisfaction of lecturers and FISIP UMJ education staff.



In the New Public Service, the interests of the FISIP UMJ community, in this case in the service of Education for Lecturers and Education Personnel, even though there are still deficiencies in the implementation of Education services for Lecturers and Education Personnel, with the process of institutional service, this program continues to help the community, especially disadvantaged people, in accessing health services. The NPS principle itself has been applied in Indonesia today. But in reality, the role of the community is only as recipients of public services. To increase the role of society in public services. The NPS paradigm can be applied to FISIP UMJ as a reframing of the commitment of institutional servants to the FISIP UMJ organization. Institutional commitment as a public servant in the field of Education for Lecturers and Education Personnel within the UMJ FISIP institution with a strong desire to serve students and succeed in organizational goals. The background of the NPS (New Public Service) approach commitment to the services of Lecturers and Education Personnel can be applied effectively in FISIP UMJ institutions.

## **CONCLUSION**

The New Public Service Paradigm in Public Administration repositions the FISIP UMJ community in this case the services of Lecturers and Education Personnel are not in a different customer position from the New Public Management (NPM). Then the FISIP UMJ institution as a service provider for Lecturers and Education Personnel in the process of transitioning its mindset and culture set for the public interest so that it is more focused. Public services are attached to principles and principles as guidelines in providing services such as transparency, accountability, and equal rights in terms of easy access to services and for service recipients.

FISIP UMJ public service institution for Lecturers and Education Personnel for efforts to change Education services away from service discrimination, with the certainty of time, discipline, and security as well as comfort, and sensitivity to public expectations of FISIP UMJ. Outcomes of public services in the field of Education are optimal and sustainable in progress, then the services of Lecturers and Education Personnel are implemented by the implementation of FISIP UMJ institutions. Lecturer and Education Personnel Service Quality as a feedback process for FISIP UMJ institutional services with the Community Satisfaction Index (IKM) measurement as a reference for evaluation for improvement as a public service provider to achieve the effectiveness of Lecturer and Education Staff services.

## **Suggestion**

Public Administration in the New Public Service Paradigm in Lecturer and Education Personnel Education services by the FISIP UMJ institution is a separate note, including:

1. Preparation of lecturer quality standards, accompanied by award rules and sanctions for achieving standards, then making an approval sheet signed by each lecturer;
2. Coordination of Administration and IT to increase speed and responsiveness in managing access to the Academic Information System (SIKAD), automatically gaining access to the Academic Information System.
3. Provision of fully funded scholarships to lecturers and educational staff for further studies, accompanied by criteria/requirements that must be met, and the flow of application;

4. Facilitation of technical guidance for promotion and acceleration of promotion to functional positions;
5. Lecturer and Educational Staff Satisfaction Survey Report on Institutional Services
6. Intensive assistance and provision of information regarding the proposal schedule along with data and supporting systems on a regular and ongoing basis;
7. Institutional management/managers form a special internal team in providing research and community service assistance services, making Sinta 1 and 2 and international reputable journals, submitting and publishing, and providing a basecamp or comfortable room for consultations;
8. Compilation of clear annual programs related to short courses/apprenticeships/comparative studies or domestic or overseas training programs for all lecturers or education staff with predetermined quotas;
9. Regulations related to lecturers and education staff should be used as a starter kit for every new lecturer or education staff at FISIP UMJ;
10. Blue Print or development plan for lecturers and educational staff including performance analysis;
11. Provide certification for educational staff funded by FISIP UMJ;
12. Implementation of technical guidance specifically for the field of work for educational staff, and there needs to be a concentration in the field of work;
13. FISIP UMJ appoints a special section that responds to and oversees criticism, suggestions, and input for the improvement of the university to be responded to quickly, as well as information on follow-up actions that have been carried out;
14. There is a measurable and clear performance appraisal as a benchmark for giving punishment and reward;
15. A strict reward and punishment policy is implemented, evidenced by a written list of details and a commitment to be carried out within a certain period; Provision of written service information, for example, child support, if the number of children is added how to apply;
16. Lecturer and Educational Staff Satisfaction Survey Report on Institutional Services
17. Aspects that have been identified must be an important part of the Follow-up Plan for student service delivery units and study material in the Management Review Meeting;

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