

## Development Of Satisfaction Survey Indicators In Education Bureaucratic Services

Usep Setiawan<sup>1\*</sup>, Drajat<sup>2</sup>, Agus Hermawan<sup>3</sup>, HM Iim Wasliman<sup>4</sup>, Yosol Iriantara<sup>5</sup>

<sup>1,2,3,4,5</sup> STAI DR. KH. EZ. Muttaqien Purwakarta, SDN Cijagra 2 Kec. Bojongsoang, Nusantara Islamic University  
West Java Indonesia

\*Corresponding Author:

Email: [usepsetiawan83@gmail.com](mailto:usepsetiawan83@gmail.com)

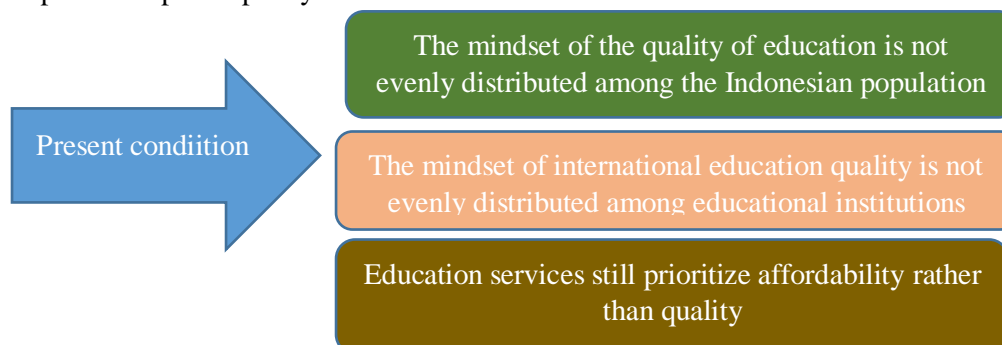
### **Abstract.**

*The importance of education in the formation of quality human resources must be followed by the development of the quality of education available in each region. However, until now the development of education in Indonesia is still uneven. One of the government's efforts is to issue a regulation that requires every Indonesian citizen to complete 9 years of compulsory education. So educational services must be followed by good quality educational services as well. This will affect the level of public interest in completing the 9-year compulsory education. The purpose of this study was to determine the current level of education services at the relevant education offices, to be able to respond to community needs and services in the field. By analyzing community satisfaction, the government can improve the quality of education services. By referring to how much the policies and activities of public organizations are needed by the community. Accountability indicators are measured by the ability of officers to achieve service results and benefits, the ability of officers to demonstrate the level of achievement of predetermined targets, the ability of related human resources to carry out service tasks and the ability of officers to solve problems in educational services.*

**Keywords:** Education indicators, policies and services.

## **I. INTRODUCTION**

Education development is still one of the focuses in Indonesia's development as an effort to improve the quality of human resources. The role of school education can provide reinforcement on the one hand, namely improving the quality of human resources [1] (Miarsih. 2009). Educational facilities are facilities that are a priority in supporting the fulfillment of the availability of social infrastructure in a settlement. The need for social facilities in an area is influenced by several factors, including the total density and development of the population, socio-economic status, cultural and anthropological values (Musdalifah, Arofa et al. 2009). [2] Synergy between the Central and Regional Governments will be difficult to achieve in the absence of adequate personnel support, both in terms of numbers and educational competency standards needed to carry out Government Affairs which are the authority of the Regions for adequate education service bureaucracy. In this way the Regional Government will have a strong and adequate career bureaucracy in terms of numbers and competencies. The next step is guaranteeing public services provided by the Regional Government to the community. For this reason, each Regional Government is obliged to make public service announcements so that the people in the Region know the types of public services provided. The current picture of public policy services on education can be described as follows:



Overview of current public policy analysis of education

The performance of public service bureaucracy in Indonesia, based on a report from The World Competitiveness Yearbook 1999, is in the group of countries that have the lowest competitiveness index among the 100 most competitive countries in the world [3] (Cullen and Cushman, 2000; in Dwiyanto, et al., 2002:15). Furthermore, one must pay attention to what is recommended by Bryson (1995: 1), [4] that changes in this global era are often difficult to understand and predict (unpredictable), full of uncertainty, and increasingly related to so many factors. In responding to these changes, every organization is faced with a series of challenges such as: increasing effectiveness, efficiency and productivity, the ability to compete with changes in the environment, and continuous efforts to maintain harmony between organizational dimensions such as culture, process and strategy, as well as to keep the organization healthy and resilient amidst an environment that continues to experience development. Once the importance of this organizational response, it should also be reminded that the future of the organization is very dependent on their ability to master the changes. Conditions that show that the performance of the bureaucracy in Indonesia is getting worse and more corrupt is a dilemma that often occurs in the current government bureaucracy and is in the spotlight a lot. There is a public response to the performance of government officials who have not shown high capability and are not professional and qualified in carrying out their duties, this can be seen through various irregularities that occur in the bureaucracy which are getting worse and resulting in a decrease in the level of public trust in the bureaucracy.

The bureaucracy that was faced with being able to be a motivator and at the same time a catalyst for the rolling of development, turned out to be unable to carry out its role as a bureaucracy that prioritized the ability to carry out organizational tasks and functions. To master changes within an organization, Human Resources (HR) is one of the invaluable assets because it can make a significant contribution to work units in an effective and efficient, productive and competitive manner. Therefore, how to develop, maintain and improve the performance of the apparatus is one of the factors that need to be demanded for the ability of professional and qualified government apparatus in carrying out their duties. Obstacles that need attention to deal with the issues that develop above and to realize good apparatus performance can at least be influenced by several factors, including leadership communication styles, developing organizational culture and climate, work motivation and work structures and mechanisms that exist within the organization. If we observe the several factors that have been stated above, then these factors have a great influence on the good or bad performance of the organization. Because in any organization, both large and small, it definitely requires these factors that can support the implementation of the aims and objectives of the performance.

For example emphasizing the analysis of public service performance including transparency of procedure information, transparency of payment information, availability for customers, and security of public facilities. However, there are several aspects that need to be modified, including employee honesty (must be prioritized), time allocation to achieve land certificates, red tape, inadequate customer complaint systems, and also inadequate public facilities. The community in general considers that the regional government apparatus has not provided adequate services. This shows that local government officials do not understand their main duties and functions as public servants. The ability and behavior of the apparatus is inadequate, resulting in low service. The low quality of service can be seen from various symptoms such as service procedures that seem slow and complicated, unclear service requirements, service fees, lack of disclosure of information on settlement of affairs, discrimination in service and behavior of officers who are not responsive. The quality of educational services is the expected level of excellence, and the control over that level of excellence is to fulfill the wishes of the community.

## **II. METHODS**

The research method used is descriptive qualitative, namely describing or describing the situation in the field by photographing and presenting the data as it is and interpreting the correlation as an existing and valid factor covering the point of view or ongoing process regarding the development of satisfaction survey indicators in educational bureaucratic services. Data collection was carried out using triangulation techniques using interviews, document studies, and field observations. The analysis was carried out through data reduction, data presentation, and drawing conclusions.

### III. RESULTS AND DISCUSSION

The concept of performance (Performance) can be defined as an achievement result or degree of achievement. This means that the performance of an organization can be seen from the extent to which the organization can achieve its goals based on predetermined goals. Given that the *raison d'être* of an organization is to achieve certain predetermined goals, information about organizational performance is very important. Information about organizational performance can be used to evaluate whether the work processes carried out by the organization so far are in line with the expected goals or not. However, in reality, many organizations lack or even rarely do not have information about the performance of their organizations. The definition of performance above describes an overview of the level of achievement of the implementation of tasks carried out by all employees in an organization or government agency. Improving performance in an organization or government agency is a goal or target to be achieved by organizations and government agencies in maximizing an activity. Organizational performance is the totality of work results achieved by an organization. Employee performance and organizational performance have a very close relationship, the achievement of organizational goals. Employee performance cannot be separated from the resources owned by the organization, the resources that are driven or run by employees who play an active role as actors in efforts to achieve the goals of the organization. Performance according to Hasibuan above that to achieve a performance, an apparatus must have the skills, experience, sincerity and time so that it can run as expected.

Another opinion about performance, as stated by [5] Widodo (2006:78) says that performance is carrying out an activity and perfecting it according to his responsibilities with the results as expected. Improving the performance of government apparatus through the use of technology and information in government agencies will produce productive and effective work quality. eGovernment applications will not run perfectly if they are not always balanced with adequate human resources and effective performance. According to Baban Sobandi and friends "Performance is something that has been achieved by an organization within a certain period of time, both in terms of input, output, outcome, benefit and impact." (Sobandi et al, 2006:176). [6] Bacal (2004:35) argues that an ongoing performance communication is simply a two-way process that tracks progress, identifies constraints to performance and provides both parties with the information they need to achieve success. Ongoing performance communication provides a way for managers and employees to work together to prevent problems, resolve problems when they occur, and revise job responsibilities as often required in the workplace. Management of performance for a manager is not just for fun, to win the hearts of workers, or to protect their position, but so that every worker has responsibility. As stated by [7] Bacal (2004: Performance management is an approach to achieving a shared vision of goals and targets. This is related to how to help each individual and team to reach their potential, realize their role and contribution to achieving targets. Employee performance must be managed, especially to achieve productivity and effectiveness in order to design success, both individually and as an organization. Performance management is an approach to achieving the vision, mission, goals and targets to be achieved through teamwork.

A team that has good performance, its members will set target quality standards, achieve targets, understand differences, respect each other, balance roles, be client-oriented, evaluate performance, and work together. [9] Gordon (1994: Based on the expert's opinion, it can be concluded that performance is the nature and characteristics of a job expressed as a person's work record, with criteria for self-development, teamwork, communication, number of products produced, and decisions made, work accidents, absences without permission, errors in period. Each person's performance criteria is based on the daily tasks and responsibilities targeted at him. Performance serves as a tool to provide information to workers and their superiors about how someone has done the job. Performance is a function of the interaction between abilities and personality traits. [9] Wood, at. al. (2001:91) see the factors that influence individual performance (job performance) as a function of the interaction of individual attributes (individual attributes), The presence of quality apparatus human resources in the education office is a must in order to show the best performance in the Education and Culture Office which correlates with increased welfare. For this reason, systematic and continuous efforts are needed to carry out development of apparatus human resources through the creation of

an objective selection system, a fair and conducive competitive climate in promotion of positions, accompanied by an effective stimulation reward mechanism and a firm but consistent punishment mechanism. human. It is also important to measure rational and objective performance in order to evaluate individual and institutional performance from time to time so that sufficient data is obtained for making decisions related to regional personnel policies objectively so that they can also influence the performance system in the Education and Culture Office.

On the other hand, the welfare of the apparatus seems to need to be continuously adjusted to the demands of professionalism, so that the welfare factor is no longer a variable that contributes to high distortions in the administration of the Office of Education and Culture. From the description above, it is clear that employee performance must be managed, especially to achieve productivity and effectiveness in order to design success, both individually and in the organization. Thus, performance management is an approach to achieving the vision, mission, goals and targets to be achieved through teamwork. A team that has good performance, its members will set target quality standards, achieve targets, understand differences, respect each other, balance roles, client-oriented, evaluate performance, and work together. Furthermore [10] Gordon in Widodo (2002: 260) says that "high achieving work groups have leaders who are successful in fostering and maintaining the enthusiasm and motivation of subordinates to achieve the level of productivity deemed necessary by the organization so that their needs are met". The opinion above suggests that the level of employee performance depends on their belief in leadership, goals, and their own work. The way that can be used to develop employee confidence, both individually and in groups, is to show informal actions and words that leaders trust them. From the opinions of the experts above, it can be concluded that performance is the nature and characteristics of a job which are expressed as a person's work record, with the criteria of self-development, teamwork, communication, number of products produced, and decisions made, work accidents, absences without permission, error in the timeframe.

Each person's performance criteria is based on the daily tasks and responsibilities targeted at him. Performance serves as a tool to provide information to workers and their superiors regarding how a person has done work, and performance is a function of the interaction between abilities and personality traits. Furthermore, this study focuses on the study of public service performance which is the development of three indicators from the opinion of [11] Lenvine 1990; namely responsiveness, and responsibility and accountability, as developed by (in Dwiyanto, et al., 2002:48-49), introduces five indicators to measure the performance of public organization services, namely: 1) Productivity; refers to how much resources are used and the results obtained by the organization. 2) Service quality; assessment of service users or the public by comparing the level of user satisfaction with the quality of organizational services. 3) Responsiveness; organizational ability to recognize community needs, develop agendas and priorities for public services and develop public service programs according to the needs and aspirations of the community. 4) Responsibility; explaining whether the implementation of the activities of the public organization is carried out in accordance with the principles of proper administration or in accordance with organizational policies, and 5) Accountability; refers to how much the policies and activities of public organizations are subject to political officials elected by the people. The assumption is that the political officials, because they are elected by the people, will always represent the interests of the people. The success of development in a country is strongly influenced by the quality of existing human resources.

Recognizing the importance of human resources, education is an institution that is closely related to the development of human resources. Quality Human Resources (HR) can be formed through existing educational institutions. Educational institutions are tiered structures and are related to one another in a unified whole. Thus, it can be imagined that the effort to plan education is a complicated and complex activity [12] (Indrawati, 2011). The multi-dimensional crisis that occurred in Indonesia was justified as a result of the failure of educational policies. Education can be a tool to advance the life of the nation and state and vice versa. The importance of education in the formation of quality human resources must be followed by the development of the quality of education available in each region. However, until now the development of education in Indonesia is still uneven. Many educational problems are still found in several regions in Indonesia, both in terms of the quality of educational facilities, the quality of teachers and the public's

interest in getting an education. The complexity of these educational problems is always part of the course of the educational process. One of the main triggers for the emergence of these problems is the incompatibility of the vision, mission and goals of education between educational experts/practitioners and government officials. Given the importance of education for the Indonesian nation, the government has made several efforts to improve the condition of education in Indonesia. Several regulations were enacted as an effort to improve the quality of education in Indonesia. One of them is requiring every Indonesian citizen to complete 9 years of compulsory education. The rules regarding the 9-year compulsory education are contained in [14] of the 1945 Constitution articles 30 and 31.

Apart from that, it is also contained in [15] Law No. 20 of 2003 concerning the national education system, article 6 which states that every citizen aged 7 to fifteen years of compulsory basic education. This regulation is also one of the government's efforts to equalize the quality of education in every region in Indonesia. Education is an institution that is responsible for setting the ideals (objectives) of education, content, system, and organization of education. These institutions include the family, school and community. The education system in Indonesia consists of 3 subsystems, namely Non-Formal Education, Formal Education and Informal Education. Formal education originating from schools is one of the means of education that greatly influences the quality of human resources produced. School is a social interaction system of an entire organization consisting of personal interactions linked together in an organic relationship (Wayne in Atmodiwiro, 2000). [16] Educational Facilities Are public facilities that provide public services. The purpose of public services is to provide the best service for the public or society. The best service is a service that can fulfill what has been promised or what is wanted and needed by the people who use the service. Good service will have implications for public (consumer) satisfaction with the service it receives. To achieve this goal, public services must include the following elements: (1) there is clarity between the rights and obligations of both service providers and recipients; (2) regulation of public services adapted to the conditions of the needs and capabilities of the user community; (3) the quality of the process and results of these services can provide security, comfort, smoothness, and legal certainty; and (4) if public services are felt to be too expensive, then there must be an opportunity for the community to organize their own service system.

Good service will have implications for public (consumer) satisfaction with the service it receives. To achieve this goal, public services must include the following elements: (1) there is clarity between the rights and obligations of both service providers and recipients; (2) regulation of public services adapted to the conditions of the needs and capabilities of the user community; (3) the quality of the process and results of these services can provide security, comfort, smoothness, and legal certainty; and (4) if public services are felt to be too expensive, then there must be an opportunity for the community to organize their own service system. Good service will have implications for public (consumer) satisfaction with the service it receives. To achieve this goal, public services must include the following elements: (1) there is clarity between the rights and obligations of both service providers and recipients; (2) regulation of public services adapted to the conditions of the needs and capabilities of the user community; (3) the quality of the process and results of these services can provide security, comfort, smoothness, and legal certainty; and (4) if public services are felt to be too expensive, then there must be an opportunity for the community to organize their own service system. then public services must include the following elements: (1) there is clarity between the rights and obligations of both service providers and recipients; (2) regulation of public services adapted to the conditions of the needs and capabilities of the user community; (3) the quality of the process and results of these services can provide security, comfort, smoothness, and legal certainty; and (4) if public services are felt to be too expensive, then there must be an opportunity for the community to organize their own service system. then public services must include the following elements:

(1) there is clarity between the rights and obligations of both service providers and recipients; (2) regulation of public services adapted to the conditions of the needs and capabilities of the user community; (3) the quality of the process and results of these services can provide security, comfort, smoothness, and legal certainty; and (4) if public services are felt to be too expensive, then there must be an opportunity for the community to organize their own service system. Lenvinne (Dwiyanto, 2002), [17] uses a process

approach with indicators of responsiveness, responsibility and accountability. Meanwhile, the Minister of Administrative Decree Number 63 of 2004 concerning the Principles of Public Service stipulates process indicators in public services, with the following characteristics: transparency, accountability, conditional, participative, equal rights, balance between rights and obligations. Meanwhile, McDonald & Lawton (Dwiyanto, 2002), uses a results approach in assessing the quality of public services with indicators of efficiency and effectiveness. Formal education, which is often called school education, is in the form of a series of standardized levels of education. Starting from elementary school, junior high school, high school, university. According to Law no. 2 of 1989 [18] concerning the National Education System, it is stated that every citizen is required to attend formal education at least until the end of junior high school. These formal education facilities must be equipped with various supporting facilities ranging from buildings, supporting infrastructure and complete learning support facilities in the school area. In addition, students who enter formal education will receive lessons from a teacher. [19] According to Law no. 14 of 2005 "are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education."

According to Suparlan (2005), [20] teachers must have multiple roles, namely education, manager, administrator, supervisor, leader, innovator, motivator, dynamicator, evaluator, and facilitator. Some of these roles are known as EMASLIMDEF. Based on some of these theories, it can be concluded that the good service performance of educational facilities and infrastructure and the quality of teachers influence the success of the development of education in an area. and facilitators. Some of these roles are known as EMASLIMDEF. Based on some of these theories, it can be concluded that the good service performance of educational facilities and infrastructure and the quality of teachers influence the success of the development of education in an area. and facilitators. Some of these roles are known as EMASLIMDEF. Based on some of these theories, it can be concluded that the good service performance of educational facilities and infrastructure and the quality of teachers influence the success of the development of education in an area. Services that can be carried out to see community satisfaction include 9 service variables based on [21] Regulation of the Minister of Administrative Reform of the Republic of Indonesia Number 16 of 2014 concerning Guidelines for Community Satisfaction Surveys for the Implementation of Public Services, namely: 1) Requirements; 2) Procedures; 3) service time; 4) Fees/Tariffs 5) Product Specifications Type of Service; 6) Executor Competency; 7) Executor's Behavior; 8) Service Announcement; 9) Handling of Complaints, Suggestions and Feedback. At this stage two analysis processes are used, namely an analysis of community satisfaction and an analysis of community perceptions and expectations of the performance of educational services. Thus, the satisfaction survey indicators in educational bureaucratic services can be measured.

#### **IV. CONCLUSION**

The government needs to carry out and clearly identify what types of main services and what types of supporting services. for example the education and culture service has the main type of service providing basic education services, while the types of supporting services are for example counseling to the public about the importance of education. Furthermore, it is necessary to identify community expectations, which can be carried out through surveys with various techniques, in order to get input from the public who use basic education services regarding what is expected of the services provided by the education and culture office. Need to analyze systems, processes and procedures, prerequisites, facilities and infrastructure, time, and service costs. Systems, processes and service procedures need to be well designed and simple, starting from the beginning of implementation to the end of the service process. Need to design the personnel needs of basic education service providers. Personnel analysis is carried out in order to design and identify the needs of human resources (HR) needed in order to manage basic education services according to predetermined standards. And further studies are needed in analyzing service performance by considering leadership indicators.

## V. THANK YOU NOTE

The authors are fully aware that a series of research studies and the preparation of this journal cannot be separated from the assistance and services of many parties. Therefore, on this occasion, the author expresses his highest gratitude and appreciation to the honorable: to the authors of the books and journals that I have referred to at the time of writing, Prof. Dr. HM Iim Wasliman and Dr. Yosali Iriantara, MMPd as the tutor for the Education Bureaucratic Policy and Performance course.

## REFERENCES

- [1] Miarsih. 2009. "Study of Determining the Location of One-Roof SD-SMP Buildings in Demak Regency". UNDIP Eprints. Semarang.
- [2] Musdalifah, Arofa et al. 2009. "High School Provision Based on Student Preferences in Bangkalan District". *PWK ITS Journal* Vol 4 No.1. Surabaya
- [3] Dwiyanto, Agus, Partini, Ratminto, Wicaksono, Bambang, Tamtari, Wini, Kusumasari, Beveola, Nuh, Muhammad, 2002, Public Bureaucratic Reform in Indonesia, published Center for Population and Policy Studies UGM, Galang Printika, Yogyakarta
- [4] Bryson, John M, 1995, Strategic Planning for Public and Non-Profit Organizations, A Guide to Strengthening and Sustaining Organizational Achievement, Revised Edition, Jossey-Bass Publishers, San-Francisco.
- [5] Amd, Widodo. (2002). Popular Chemistry Dictionary. Yogyakarta: Absolute.
- [6] Sobandi Baban et al, (2006). Decentralization and Demands for Regional Institutional Arrangements. Bandung.
- [7] Bacal, Robert. 2004. How to Manage Performance. New York USA: McGraw-Hill
- [8] Gordon, Thomas. 1994. Becoming an Effective Leader: Basis for Participatory Management and Employee Engagement. Translated by Alex Tri Kantjono Widodo. Jakarta : Gramedia Pustaka Utama.
- [9] Wood, Jack and Joseph Wallace & Rachid M. Zeffane. 2001. Organizational Behavior a Global Perspectives. Australia: John Willey & Sons
- [10] Indrawati, Aniek .2011. The Influence of Service Quality of Educational Institutions on Consumer Satisfaction. *Journal of Business Economics*, Year. 16, No. 1, march 2011
- [11] Umamah, Nurul. 2012. Efforts to Improve the Pedagogical Competence of Prospective Educators through Competency Improvement in Learning Design. *Journal of Elementary School Education*. Vol. 1 No. Sept. 2, 2012.
- [12] Constitution of 1945
- [13] Law No. 20 of 2003 concerning the national education system
- [14] Atmodiwirio, Soebagio. 2000. Indonesian Education Management. Jakarta: Ardadizya Jaya
- [15] Dwiyanto, Agus, 2002, Performance Assessment of Public Service Organizations, Paper presented at Public Organization Performance Seminar, Fisipol UGM, Yogyakarta
- [16] Law no. 2 of 1989 concerning the National Education System
- [17] Law no. 14 of 2005 concerning Teachers and Lecturers
- [18] uparlan. 2005. Teacher as a Profession. Yogyakarta: Hikayat PublishingS
- [19] Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 17 of 2017 concerning Guidelines for Evaluating the Performance of Public Service Units.