



Key Success Factors for Public Services in Education

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Abstract: This study aims to identify the key success factors of public services in the education sector in Makassar City, using qualitative research. Based on the source, the types of data used are primary and secondary. Data obtained through interviews with the education office and school principals, while secondary data is data obtained from various literatures such as books, laws and other related sources. The results showed that there are two key success factors, namely supporting factors and inhibiting factors. Supporting factors are: a) there is good cooperation between the education office and the school assigned to do LINOA. b) there is motivation, psychology and a good spirit of willingness from the leadership. c) schools that are accessed by LINOA find it easy to make Star Class innovations and Recognise Potential, for LINOA support in building cross-sector cooperation. The inhibiting factors are: a) Asymmetric Information about the existence of LINOA. b) Misconceptions about creativity and innovation that are valuable from the existence of LINOA. c) Low HR competence in the era of capability. d) Little time to make innovations, finally no innovative thinking creativity.

Keywords: Determinant Factors, Public Services, Innovation, Education.

1. INTRODUCTION

Education plays a very important role in ensuring the development and continuity of national life. The national education system must organise basic education for all citizens of the Republic of Indonesia and enable each citizen to acquire at least basic knowledge and skills, including reading, writing, counting, and using the Indonesian language, which are needed by each citizen to be able to participate in the life of society, nation and state.

Indonesia's education system still faces various challenges, among others: Inequality in access to education, low quality of education, and low community participation in education. Therefore, according to (Rogers, 2003), innovation is an idea, plan, practice or object that is accepted and realised as a new thing from a person, group/organisation or agency/institution to be implemented or adopted. Meanwhile, according to Stephen Robbins, innovation is a new idea or idea that is applied to improve products and services. From this understanding, Stephen Robbins has three new things in focus, namely, products, services and improvement efforts. (Bartos, 2002) defines innovation that is appropriate for the public sector as a change in policy or management practice that leads to new improvements in the level of service or quantity or quality of output by an organisation.

One of the most instrumental components in providing educational innovation in Indonesia is the government. The Indonesian government must know all the problems that exist in the world of education by creating innovations based on problems in the field, because the government has full authority in making decisions to create an education system. This will make it easier to implement educational innovations, because every school agency will follow every direction and decision from the central government. This method can also be called top down innovation, where government decisions are absolute and must be followed by all agencies.

As in terms of providing subject matter, not a few school institutions change their methods of teaching of course still with the same goal and do not violate government regulations. This method can also be called bottom up innovation, because it is too long to wait for decisions from the central government, the school makes the decision to change the learning method of course with the agreement of all elements in the school.

Nadiem Makarim (2019) states that teachers have very difficult but noble duties and responsibilities. Teachers are given the responsibility of shaping the future of the nation but are based on very many rules in the form of administrative preparations that must be provided by teachers so that the noble concept in the form of help that teachers should do to their students is not optimal.

Article 386 paragraph (1) 'In the context of improving the performance of local government administration, local governments can innovate', paragraph (2) 'Innovation as referred to in paragraph (1) is all forms of renewal in the administration of local government.' Article 388 paragraph (7) 'The regional head reports Regional innovations that will be implemented to the Minister', paragraph (9) the Central government conducts an assessment of the innovations implemented by the Regional Government. Article 389 'in the event that the implementation of innovation has become a Regional Government policy and the innovation does not achieve the predetermined goals, the state civil apparatus cannot be convicted' (*Undang-Undang Nomor 23 Tahun 2014 Tentang Pemerintah Daerah*, n.d.).

Makassar Mayor Regulation Number 82 of 2016 concerning the Position, Organisation Structure, Duties and Functions and Work Procedures of the Education Office in article 2, paragraph (1) The Education Office is an implementing element of Government Affairs in the field of education which falls under the authority of the Region. Paragraph (2) The Education Office is led by the Head of Service who is domiciled under and responsible to the Mayor through the Regional Secretary.

In 2021-2022 the Makassar City Education Office established a programme related to 6 innovations and needed by schools. All of the 6 innovation programmes are educational innovations managed by the Makassar City Education Office.

Table 1. there are 6 innovation programmes at the Makassar City Education Office.

No	Progam Dinas Pendidikan	Tahun
	LINOA (Layanan Inovasi Sekolah)	2021
	Anak Makassar Bersekolah	2021
	Talent of Student	2021
	Big Data of Education	2022
	Anak Makassar Berkarakter	2022
	Curriculum Adaptation	2022

Source (Makassar, 2023)

LINOA aims to help schools initiate, implement, test and develop school innovations so that they can take place effectively, efficiently and sustainably.

The presence of LINOA as an innovative system to provide support and assistance for the sustainability of school innovations, is an effort to create school innovations that support the Vision and Mission of the Mayor of Makassar, namely the acceleration of realising Makassar as a 'sombere' & smart city with strong immunity for all. LINOA is implemented holistically and integratively, where efforts to build innovation can be done by collaborating across stakeholders or between school members to develop schools in the aspects of improving infrastructure, improving the quality of learning.

2. DETERMINANT FACTORS

The term determinant factor in this sense is a factor that is decisive or final in a causal relationship. Determinants can be organistic, a causal factor that arises from within the organism or from the individual itself. It can also be environmental, and also situational, which acts as a preliminary condition for the formation of a behaviour (Chaplin, 2009). John M. Echols and Hassan Sadily give the meaning of determinant, which is the thing / factor that determines (Sadily, 1986).

In this study, we will discuss the determinant factors that influence education services, which are factors that determine the success and failure of the implementation of innovations in education services in achieving targets or goals in the spirit of school management, namely optimising education services that are systematic, integrity, fast, adaptive, committed, and professional, as an effort to create professional and prosperous teachers.

Determinant factors that determine education services

1. Leadership

Leadership is one of the most important elements in any government management system. Leadership is a process by which a person can become a leader through continuous activity so as to influence the followers in order to achieve organisational goals (Ramli, 2014).

The quality of leadership should continue to be improved in order to fulfil the aspects of competence, commitment, professionalism, honesty, fairness, trustworthiness, high integrity and a comprehensive, integral and holistic mindset, attitude and action pattern for the benefit of the people and society. Successful leaders always say that vision is the guiding light and driving force for the organisation.

Experts say that vision is a vital factor for leaders. One of the purposes of vision is to facilitate the strategic management process, and only in organisations that have become one with their vision can leaders begin to develop the strategies needed to realise that vision.

2. Culture

Cultural strategies, building teamwork, holding regular evaluation meetings and disciplined leaders are able to improve school innovation services. Supporting and inhibiting factors can be seen in the factors of awareness, organisation and service facilities (Rahman, Abdul, Ahmad Firman, 2022).

Regional autonomy of public service performance will be better because the distance between the government and the people served is getting closer. So that in the future the quality of health services is maintained.

3. Resources

In a policy, resources are one of the things that determine the success of the policy. If the implementation of resources is inadequate, the policy cannot be implemented properly. One of the important elements that must be fulfilled by the government in implementing a policy is the allocation of resources, namely how the budget is distributed, the personnel implementing the policy and the organisation responsible for implementing the policy. Human resources are a very important factor in organisations, regardless of their form and purpose, organisations are created based on various visions for the benefit of humans. According to (Hasibuan, 2019) Human resources are all humans involved in an organisation in seeking the realisation of the organisation's goals.

Service is one form of improving the welfare of the community by the government. The government seeks to minimise existing problems by making innovations in services by increasing resource competencies (Ra'is, 2019).

3. PUBLIC SERVICE

The basic word 'Service' is defined as the activity of a person, group and/or organisation either directly or indirectly to meet needs (Pasolong, 2010).

Public service is an important component in implementing licensing services. Public services or public services carried out by Government Agencies and State-Owned and Private Enterprises are expected to provide overall satisfaction for the community and be able to provide comfort and safety. The government as a public service must realise this service task in the performance of local government. The people served must feel optimal service in the form of excellent service with the principles of prioritising customers, effective systems, serving with conscience, continuous improvement and empowering customers. Excellent service must also reflect the characteristics of simple public services, clarity and certainty, security, openness, efficiency, economy, justice and timeliness. According to Syafiie (2003) Customer satisfaction with service quality can be defined perception of received with expectation of service desired (meaning that the satisfaction of people who need ordinary services is defined by comparing how the view between the service received and the expected service expectations).

Public services according to Sinambela,(2006) are as any activity carried out by the government against a number of humans who have any beneficial activities in a group or unit, and offer satisfaction even though the results are not tied to a physical product. According to Agung (2005) that public service is the provision of services (serving) the needs of other people or communities that have an interest in the organisation in accordance with the main rules and procedures that have been determined. And the definition of public service according to the Decree of the Minister of Administrative Reform Number 63 of 2004 is the provision of excellent service to the community which is the embodiment of an obligation of government officials as public servants.

4. UNDERSTANDING AND CONCEPT OF EDUCATIONAL INNOVATION

The term innovation etymologically comes from Latin, namely 'innovation' which means renewal and change. While the verb is 'innovo', namely changing and renewing. Innovation can be created according to its use, namely creating new things, making it easier in the world of education, and leading to progress.

Educational innovation is an innovation that is carried out to solve problems in education. Educational innovation is a basic effort in improving aspects of education in practice. According to Tilaar as cited (Winataputra, 2013), educational innovation must be supported by public awareness to change. Innovation in education can be in the form of anything, both products and systems. Products, for example, teachers create a learning media, and systems, for example, the way teachers deliver subject matter (Rusdiana, 2014). In innovating education, we must make clear details about the goals and results to be achieved, which can be measured to determine the difference between the situation before and after the innovation. The goals of educational innovation are efficiency, relevance and effectiveness regarding the target number of students as much as possible, with the greatest possible educational results. If it is associated with the goals of Indonesian education, then innovation is carried out to catch up with global science and technology that runs very fast. In addition, it is also attempted to improve the quality of education which is decreasing at this time. The long-term goal to be achieved is the realisation of the whole Indonesian human being (Jannah, 2015).

For an innovation to be realised successfully, there are a number of principles that innovators need to understand. According to Drucker (2012: 41) there are several principles of innovation suggested by Drucker:

1. Innovation is a systematic endeavour with clear objectives. The endeavour starts with assessing the opportunities that exist.
2. Innovation is not only perceptual (a real need such as the case of bottled water) but also conceptual. Conceptually means that it is based on a deep contemplation of the type of product that will be needed by people and sell well in the market.
3. For innovation to be successful, it must start with a simple, easy idea, and focus on one goal.
4. Innovation should start with small innovations, if it is successful, then continue with large innovations.

Innovating should not feel smart, because such behaviour will make people less careful in their endeavours. Innovation failure is often caused by negligence in handling small things.

The principles of innovation as outlined above have illustrated that we need to have a standardised scheme of characteristics regarding the nature of innovation. According to Rogers (2003: 14-16), the characteristics of innovation include:

1. **Relative Advantage** or relative advantage, namely an innovation must have advantages and more value compared to previous innovations. There is always a novelty value inherent in innovation that characterises it to distinguish it from others. This means that an innovation must have advantages and more value than the previous innovation.
2. **Compatibility** is an innovation that is compatible with the innovation it replaces. This is intended so that innovations are not immediately discarded, not only because of the cost factor, but also the old innovation becomes part of the transition process to the latest innovation. In addition, it can also facilitate the adaptation process and the learning process of the innovation more quickly. In addition, compatible innovations are innovations that have a transition process to the latest innovations.
3. **Complexity** or complexity, namely innovation with its new nature, innovation has a level of complexity that may be higher than previous innovations. However, because an innovation offers a newer and better way, this level of complexity is generally not an important issue.
4. **Trialability** is the possibility that an innovation before being implemented is first tested and this can only be accepted if it has been tested and proven to have advantages or more value than the old innovation. So that an innovative product must pass the 'public test' phase where everyone or parties have the opportunity to test the quality of an innovation.
5. **Observability**: an innovation must also be observable, in terms of how it works and produces something better.

5. RESEARCH METHOD

Qualitative research was used in this study. According to Sugiyono (2015), qualitative research methods are often also called naturalistic research methods, because research is conducted in natural conditions (natural settings). Data collection techniques are carried out by searching the literature, literature, scientific journals and legal documents collected in accordance with the research topic. In addition, it is analysed and then conclusions are drawn from the research findings.

6. RESEARCH RESULTS AND DISCUSSION

There are two key factors for public services in the education sector, namely supporting factors and inhibiting factors.

a. Supporting Factors

What is meant by supporting factors is all that is helping to encourage, support, smooth, support, facilitate the process of LINOA education services. The commitment of leaders in LINOA's education services is very high, in order to give birth to new innovations. LINOA services are based on management for schools, so school involvement will be based in schools (Makassar City Education Office).'

The supporting factors in LINOA education services in Makassar city are as follows:

- 1) Schools are able to create new ideas and quickly implement them to achieve desired results in a changing environment.
- 2) The school is able to overcome challenges and take advantage of opportunities in the environment.
- 3) There is good cooperation between the education office and the schools assigned to conduct LINOA.
- 4) There is good leadership motivation, psychological, collaboration and spirit of willingness.
- 5) Schools accessed by LINOA find it easy to make innovations, due to LINOA's support in building cross-sectoral cooperation.

b. Inhibiting factors

A hindering factor is any type of obstacle (slowing down) or blocking the LINOA education service process. The school's unpreparedness is also due to lack of time and human resources, but the human resources are not that great because almost the school has great people, almost the school has a driving teacher, but it is the leader that is not yet (Principal of Komplek Sambung Jawa Primary School).

The factors that can hinder LINOA education services in Makassar city are as follows:

- 1) Lack of information or notification of the existence of LINOA innovations so that schools do not report their innovations to the education office.
- 2) There are still many schools that do not understand innovation and have not made innovations of what they should do, so they are not ready to follow LINOA.

Low compensation of human resources in the era of capability and unproductive human resources finally no innovation without creativity.

7. CONCLUSION

Based on the results and discussion in the previous section, there are important points that are made as conclusions from the research, namely:

- 1) Supporting factors are: a) good cooperation between the education office and schools assigned to LINOA. b) good motivation, psychology and spirit of willingness from the leadership. c) schools that are affected by LINOA find it easy to make innovations, due to LINOA's support in building cross-sector cooperation.
- 2) The inhibiting factors are: a) Asymmetric information about the existence of LINOA. b) Misconceptions about creativity and innovation that are valuable from the existence of LINOA. c) Low HR competence in the era of capability. d) Little time to make innovations, finally no innovative thinking creativity.

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