



## The strategy to improve the quality of public services at the district level education department

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### Abstract

This study aims to (1) analyze the implementation of public services in the Education Department of Asmat Regency, (2) identify the factors that hinder and support the implementation of SOP for improving public services in the Education Department of Asmat Regency, and (3) determine what strategies are used for improving public services in the Education Department of Asmat Regency.

The type of research used by the author was field research, which involved collecting data directly from the Education Department of Asmat Regency. The data used in this study consisted of observation notes, interviews, and documentation. The data analysis method used by the author is deductive.

The results of the analysis show that (1) the Education Department of Asmat Regency provides fairly good services to the community, but there are still shortcomings that need to be addressed, such as the tidiness and politeness of service providers to maintain professionalism when serving the community. Additionally, the competence of the staff is crucial in providing services; (2) driving factors for the implementation of public services in the Education Department of Asmat Regency include awareness among staff, adherence to regulations in public service delivery, organizational factors, capabilities, and skills, as well as infrastructure. Meanwhile, some inhibiting factors for the implementation of public services in the Education Department of Asmat Regency include capabilities, quality of staff resources, support, and working conditions; (3) strategies to enhance the quality of public services in the Education Department of Asmat Regency are implemented using five strategies: structural development strategy, development or simplification of procedural systems strategy, infrastructure development strategy, cultural development strategy, and entrepreneurship development strategy.

**Keywords:** Strategy, public services, quality improvement

### Introduction

The provision of public services by government officials to the community is an extension of their duty as public servants, hence government officials' position in public services is very crucial. This will decide the extent to which the government is able to deliver the finest service to the community and the extent to which the state has performed its function effectively in accordance with the goals of its establishment.

According to Surjadi (2012) <sup>[31]</sup>, the current condition of public service provision is inadequate. This is evidenced by the large number of complaints and grievances from the public, both directly and through the media, such as complicated procedures, no certainty of completion time, uncertainty about how much money must be spent, requirements that are not transparent, officers who are less responsive, and many other issues. As a result, this produces an unfavorable image of local government in the eyes of the community, particularly among ordinary people who are unfamiliar with public services.

According to Hardiyansyah (2018) <sup>[14]</sup>, regional autonomy should improve the quality of public services because regional governments control service regulations and policies. Regional governments, as providers of public services, must constantly be able to improve service quality and set service standards in terms of sustaining quality of life while also protecting people's safety and welfare. Service quality is also designed to ensure that all individuals have access to services, hence sustaining the quality of public services entails protecting citizens' rights.

In recent years, the Asmat Regency Government has worked to improve the quality of public services offered by Asmat

Regency government departments. The Education Office is one of the agencies that provide public services in Asmat Regency. The Asmat Regency Education Office offers a variety of services, including general administration, administrative services for educators and education personnel, student administration, permit services for the establishment and implementation of educational units, recommendation services for the establishment and implementation of educational units, and educational information requests.

However, interviews with informants, including department chiefs in the Asmat Regency education service and teachers, reveal that the Asmat Regency education service continues to have significant inadequacies in terms of public service quality. These flaws include issues with permits, certifications, school construction permits, leave permits, and cover letters to higher-level agencies. Administrative services offered by service providers continue to be slow and take longer than expected. For example, the completion of correspondence at the Asmat District Education Office did not meet the existing time limit. Service quality is a crucial factor for a government organisation to consider, especially for the education sector, because it affects the lives of many people. As a result, the conditions for providing public services at the Asmat Regency Education Service remain poor, as evidenced by numerous complaints from the public, both directly and through the media.

Given the information provided above, the research question may be stated as follows

1. How have public services been implemented at the Asmat District Education Office thus far?

2. What factors hinder or support the application of SOPs to improve public services at the Asmat District Education Office?
3. What methods have been implemented to improve public services at the Asmat District Education Office thus far?

## Research Method

### Research Type

The author conducted this research through field research, specifically searching for data directly at the Asmat Regency Education Office. Meanwhile, the author utilizes a qualitative technique. The qualitative approach is a research method based on post positivism that is used to study the circumstances of natural things, with the researcher serving as the primary instrument. The research findings are descriptive data in the form of written or spoken statements from the perpetrators (Sugiyono, 2019) <sup>[29]</sup>.

### Research Setting

The research location was the Asmat District Education Office, which is located at JL. Raya Bis Agats, Agats District, Asmat Regency, Papua, Indonesia. The research was done here because the quality of service at the Asmat Regency Education Office remains inadequate, and stakeholders have not received the required level of service.

### Data Source

The data for this study was gathered through observations, interviews, and documentation. After collecting the data, the researcher organised it for analysis. The data is real material that can be utilised to support investigations (analysis or conclusions). To facilitate this research, the author attempted to collect data from the field to acquire the needed information, specifically data on how to implement service quality for employees at the Asmat Regency Education Service in order to improve service quality at the Asmat Regency Education Office.

Primary data is data gathered directly from interviews with the research object (Arikunto, 2016). The author obtained primary data directly from participants contacted at the Asmat District Education Office.

### Data Collection Techniques and Instruments

The data collection technique employed in this research refers to Herdiansyah's (2013) theory, which is outlined as follows

#### Interview

The researcher's first step was to conduct interviews with the research participants. Employees from the Asmat District Education Office were interviewed first. The first stage consists of a brief introduction followed by questions regarding the identity of the employees and their roles in the organization. The second interview stage was conducted to find out more about what was offered to the public, followed by information about the Asmat Regency Education Office's stakeholders and the level of service provided to consumers. Interviews were conducted organically and recorded in the form of notes.

#### Observation

Observation is utilized when the research is on human behavior, work processes, or natural occurrences, and the number of respondents is limited (Sugiyono, 2019) <sup>[29]</sup>.

Researchers conducted observations at the Asmat District Education Office. Researchers observed the behavior of Asmat Regency Education Service staff while performing service activities and other responsibilities.

In this type of qualitative research, data processing does not have to be done after the data has been collected or is finished. In this case, while temporary data is acquired, the existing data can be processed, and data analysis can be carried out concurrently based on several topics relevant to the research topic. Data processing in the present research refers to the procedures outlined by Huberman (2014) <sup>[18]</sup>, namely:

#### Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and modifying unprocessed data obtained from field notes. The methods used include conducting an analysis, classifying, or categorizing each problem using concise descriptions, directing, deleting superfluous ones, and organizing data so that it can be retrieved and confirmed.

#### Presentation

Data presentation occurs after the data has been reduced. Data presentation is a collection of structured information that allows for making conclusions and taking action. The data is presented in a way that allows the reduced data to be more easily organized. This procedure can be carried out through narrative descriptions, charts, relationships between categories, and flow diagrams. In this stage, the researcher attempts to assemble relevant data such that the knowledge obtained can be concluded and meaningfully applied to the research problem.

#### Draw Conclusions

This stage includes making conclusions based on all the information gathered during the investigation. Drawing conclusions or verification is an attempt to find or understand value, order, patterns, explanations, and cause-and-effect flow.

### Data Collection Techniques and Instruments

The data analysis method that the author uses is a deductive method, namely a discussion that begins with specific facts, then put forward using general theories, namely by observing events in the field and then analyzing them and drawing conclusions. In this case, after the authors obtained the data from the research results, the implementation of service quality to improve the quality of public services at the Asmat Regency Education Service were analyzed.

### Findings and Discussion

This section discussed the research' results acquired regarding the problem formulation previously determined at the Asmat Regency Education Service.

### Analysis of the implementation of public services at the District Education Office

The government's efforts to provide the best service to the community certainly require clear indicators in every activity carried out. Therefore, in order to provide an in-depth explanation of the effectiveness of public services, the researchers investigated various aspects that are able to answer the problems faced. The aspects that became the

researchers' focus on the public services were: 1) service procedures, 2) service completion time, 3) service costs, 4) service products, 5) facilities and infrastructure, 6) competencies possessed by service officers.

### **Service Procedures**

Service procedures are stages in the service process that are carried out systematically and are simple to grasp, resulting in more efficient and effective public services. Service procedures should be as simple as possible in order to enable the construction of efficient and effective public services. According to the researchers' observations, the Asmat Regency Education Office did not provide an Information Board regarding the flow of service procedures such as the flow of School Diploma services, Legalization of School Diplomas, Student Transfers, recommendations for educational institutions.

The results of observations and interviews indicated that the Asmat District Education Office has made it easier for the community to receive services, but the service procedures remain required to be improved to be more effective and efficient. Service practices undoubtedly have an impact on the services offered.

This is in line with research findings, which show that service standards are a basic baseline in service for activities performed to provide pleasant service.

### **Duration of the Services**

Completion time is the time specified by applicable service standards or standard operating procedures (SOP) to ensure that public services are finished on time. In the public service process, officers must execute each sort of service in the shortest period possible so that people do not have to wait for a long time.

The Asmat District Education Office has provided prompt and effective service based on observational research results. This may be noticed when people register at the registration counter; the process is completed promptly. However, there are still evident deficiencies in the completion of educational records, with some documents still not finished on time. For example, when processing school degrees, issues frequently arise due to student data not being discovered in the database.

### **Service Costs**

Service costs are any charges imposed on the public in exchange for providing public services. These fees have been regulated and decided in compliance with existing legislation to ensure that the community is not burdened with the responsibility for all educational administration. In the public service process, it is critical to keep expenses as low as possible so that people do not feel burdened when managing their educational administration. The research findings were collected by observations of service pricing criteria; the Asmat Regency Education Office offers services at no cost or for free. This means that people no longer need to use brokers to manage education administration.

### **Service Products**

Service products include all types of services supplied to promote various community interests. The government's service products vary depending on the interests of each community that requires services, ranging from education

administration to licensing administration, all of which are tied to the community's demand for services. According to the research findings obtained through observation of service product standards, the Asmat District Education Office provides all forms of educational administration required by the community, including School Diploma Issuance Services, School Diploma legalization Issuance Services, Population Transfer/SKPWNI Services, and Educational Document legalization Services. People frequently take advantage of all these services at the Asmat Regency Education Office.

### **Infrastructure**

This refers to all the facilities and infrastructure required to support all kinds and types of services in accordance with their role. Every public service delivery requires proper facilities and infrastructure to provide effective and efficient services that satisfy the public when they receive them.

The research results obtained through observations in service product standards, the Asmat District Education Office show that in terms of cleanliness, the service room is clean and quite comfortable every day, as evidenced by the registration room, which has adequate seating for waiting in queue, but the opposite is true in terms of the completeness of the facilities. There are still deficiencies in the service area, as evidenced by the lack of seating at the file collection point, the irregular parking area, and the absence of a suggestion, criticism, and complaint box, which prevents people who are dissatisfied with the service from expressing their concerns.

### **Competence of Service Providing Officers**

Competence of service providers refers to a service officer's ability to carry out all of their obligations when providing public services. These competencies must be accurately determined based on the expertise, information, attitudes, abilities, and behaviour required to provide effective and satisfactory public services to the community. The research results obtained through observations regarding the competency standards for service providers, the Asmat District Education Office, show that during the service process, officers have provided polite and courteous service, but there are still some officers who are less polite when serving the public. This can be evident when people ask inquiries but receive answers in a high tone.

Employees frequently get confused when resolving and dealing with community complaints and difficulties because of inappropriate community data, such as residents' names that are not on their school certificates, making it difficult for officers to add names of residents whose data is not in the database. Employees' concern for constantly prioritizing community needs in services has not been adequately addressed.

### **Factors that Support and Hinder the Improvement of the Public Services at the Asmat Regency Education Office**

Factors supporting the implementation of public services at the Asmat District Education Office include:

#### **Apparatus Awareness**

The apparatus's awareness factor serves as a source of sincerity, dedication, and discipline in carrying out the primary duties and functions as public servants, ensuring that the expected results meet service implementation

standards and operational standards for public service delivery. The apparatus in implementing public services within the Asmat Regency Education Service has been identified. This is demonstrated by the existence of regular evaluation and coaching, which ensures that the apparatus understands the duties that must be completed. Even with this evaluation, authorities are compelled to take their work seriously, and a solution may be found for each problem encountered during service implementation.

### **Rules for Implementing Public Services**

Regulatory factors are the second driving force behind public service delivery. Rules play a crucial role in all the apparatus's acts as regulatory service officers. Rules also indicate the success or failure of individuals and groups within the Asmat Regency Education Office. Officials provide public services by understanding and implementing the rules outlined in standard operating procedures (SOP) and service standards (SP), which serve as guidelines for the process.

### **Organization in the Implementation of Public Services**

The organizational division responsible for implementing each type of public service at the Asmat Regency Education Service is functioning properly and in accordance with the tasks and obligations of each apparatus. The system demonstrates how each sort of public service is implemented in the Asmat Regency Education Service; there are sections with their own responsibilities, allowing for cooperation and coordination to carry out each type of public service according to their duties.

### **Abilities and Skills**

In the service sector, the ability of execution is most seen and felt by those who receive services. According to the service standards (SP), the most important requirement for officers delivering services is the competence to operate computers and process data. In this scenario, the Asmat District Education Office apparatus already have the capability and communication abilities to provide services.

### **Infrastructures**

The facilities and infrastructure factors referred to here are all types of equipment, work equipment, and other facilities that function as the primary tools in carrying out work, as well as function in the interests of those who interact with the organisation. However, the facilities required by the Asmat Regency Education Office to support service quality are inadequate, such as insufficient chairs and work desks, affecting the comfort of the apparatus while working. In addition, there are no internet or waiting rooms available. Supporting equipment such as computers and printers are currently available, but they must be added.

Moreover, several factors hindering the implementation of public services at the Asmat District Education Office include:

#### **Ability**

The provision of services at the Asmat Regency Education Service is complicated by personnel' (district officials') lack of computer proficiency. As a result, it is possible to conclude that the apparatus's capabilities are a barrier to the delivery of public services. The Asmat Regency Education Service Government, as a government organization with the

primary responsibility of providing services to the community, is required to have sub-district officials who can carry out their primary tasks and functions so that service implementation is carried out optimally and there are no further complaints of dissatisfaction from the community regarding the services provided.

### **Human Resources Quality**

According to Handoko (2009), human resource management is the process of attracting, selecting, developing, maintaining, and utilizing human resources to accomplish both individual and organizational goals. The quality of apparatus resources at the Asmat Regency Education Office remains low under present conditions. This is because the only village officials with bachelor's degrees are the Department heads, whilst the division heads and other staff are high school graduates (SLTA).

### **Lack of Support**

Government as a form of assistance from the Asmat Regency Government for the provision of public services by the Asmat Regency Education Office, specifically an effort to fight for the employment status of Asmat Education Office officials. Currently, the only civil servant is the sub-district head. Meanwhile, the other employees maintain honorary status.

### **Strategies Used to Improve Public Services at The Asmat District Education Office**

The strategy to improve the quality of public services according to Osborne and Plastrik (2001) can be carried out using five strategies, namely:

#### **Structure Development Strategy**

Organizational structure is not only related to an overall understanding of the organization, but it also encompasses a broader institutional idea. The institutional idea in question is associated with the existence of values, norms, legal regulations, codes of ethics, and culture. The structure of an organization or agency is always developing or has a new character because frequent changes in time cause the agency's organizational structure to develop and have a new character because the structure of the organization or agency undergoes positive changes over time. The Asmat Regency Education Office is responsible for delivering educational services in Asmat Regency.

#### **Procedure System Development or Simplification Strategy**

The procedural system governs the steps of service in detail; hence it is frequently the root of the service system becoming complicated, rigid, wasteful, and ineffective. The Asmat District Education Office's procedural framework meticulously regulates the stages of service, making it faster, more transparent, and effective. The existing procedures require some stages to be completed, but it is up to the client to follow up on data problems. Asmat Regency Education Service staff must be able to serve the community with a feeling of responsibility, transparency, honesty, and patience to develop a positive image in the eyes of those who benefit from their services.

#### **Infrastructure Development Strategy**

Concerning the provision of services to make them safer, more comfortable, faster, more accurate, easier, and more

dependable, which involves physical facility provision, the development of new service models, and the use of information technology (telematics). This infrastructure development plan strives to change services and promote innovation to help the community achieve its demands.

The Department of Education is working hard to improve its services through its own innovations, which require facilities and infrastructure such as queue benches, suggestion boxes, and other supporting equipment. The Asmat Regency Education Office's innovation can help community members manage education-related files. Other supporting buildings and infrastructure also contribute to increasing the quality of services at the Asmat Regency Education Office.

### Cultural Development Strategy

Refers to the process of transforming an employee's character and attitude based on life perspectives, beliefs, norms, qualities, and habits that are represented in behaviour while serving the community. The Asmat District Education Office has a detailed institutional concept. All existing procedures and systems, including employee behaviour, are guided by the values, norms, rules, code of ethics, and culture in place. Education Service staff can develop positive behaviour and increase community satisfaction by providing education and training every few months. Employee self-awareness is one of the cultural development techniques since it promotes agency ideals.

### Entrepreneurship Development Strategy

According to this approach, Asmat Regency Education Service staff and officers must be able to boost the productivity of the services they deliver. Even if they have not yet attained the targets, employees' ability to serve consumers can be demonstrated by formulating strategies to accomplish the desired targets and fostering a sense of agency belonging.

Employee talents include an endeavor to improve the quality of public services as well as an entrepreneurial attitude in building agencies that give good and valuable services to the community. As a result, creating community satisfaction can provide a variety of benefits, including relationships between employees and the community that can serve as a foundation for good assessment, mutual service satisfaction, and mutual benefit to each other, all of which can help service agencies develop their services.

### Conclusion

The author draws several key conclusions based on the conducted research as follows:

1. The Asmat Regency Education Office has offered good services to the community, but there are still certain issues that need to be addressed, such as the neatness and politeness of service workers so that they appear professional when serving the community. Aside from that, officer skill is, of course, a critical issue in providing services.
2. The factors driving the implementation of public services in the Asmat Regency Education Service are (1) apparatus awareness factors and (2) regulatory factors in implementing public services. (3) Organisational Factors in Providing Public Services (4) Ability and Skills Factors (5) Facilities and Factors Infrastructure. Meanwhile, various factors impede the

implementation of public services at the Asmat Regency Education Office, including (1) capability considerations, (2) quality factors for apparatus resources, and (3) support elements.

3. The Asmat Regency Education Service uses five strategies to improve the quality of public services: (1) Structure Development Strategy, (2) Procedure System Development or Simplification Strategy, (3) Infrastructure Development Strategy, (4) Cultural or Cultural Development Strategy, and (5) Development Strategy Entrepreneurship.

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