



# Public Sector Reform in Higher Education: The Application of New Public Service Principles In Academic Administration

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## ABSTRACT

This study aims to assess the quality of academic services at the Faculty of Teacher Training and Education, Universitas of Lampung, using the New Public Service (NPS) framework as a conceptual basis for public sector reform. Given the increasing demands for accountability, transparency, and responsiveness in higher education, the delivery of academic services requires a reconfiguration to better reflect citizen-oriented values. Through a qualitative case study design, the study integrates data from interviews, observations, and document analysis to evaluate performance based on ten NPS-based indicators—such as responsiveness, communication, accessibility, and sensitivity to user needs. The findings reveal a number of ongoing challenges, particularly related to staff communication gaps, limited accessibility, and lack of student engagement in the service evaluation process. Although human resources and infrastructure support serve as supporting elements, the lack of effective policy dissemination and the lack of user feedback mechanisms remain significant obstacles. The study emphasizes the need for a more collaborative, ethical, and participatory academic service model in higher education institutions. This research contributes both conceptually and practically to the public service reform discourse by illustrating the relevance of NPS principles in academic contexts, especially in developing countries where institutional adaptability and citizen participation are constantly evolving.

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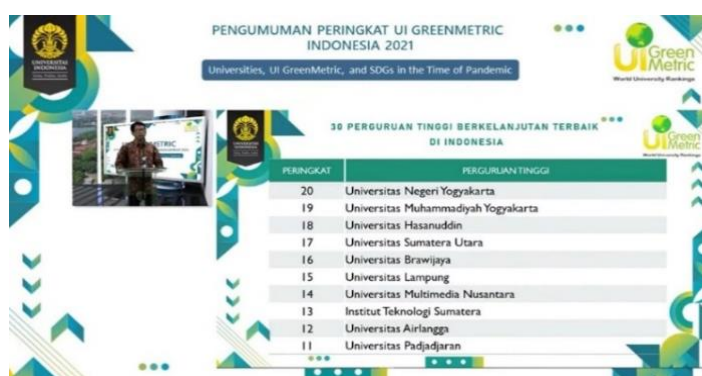
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## 1. INTRODUCTION

Public sector reform has become a primary focus in efforts to modernize governance, particularly in addressing the growing complexity of public demands for services that are more transparent, participatory, and oriented toward democratic values. In this study, higher education institutions, as part of the public sector, function not only as centers for the development of science and technology but also as public service providers that must implement principles of good governance. In Indonesia, the implementation of university autonomy as regulated in Law (UU) No. 20/2003 on the National Education System, Pasal 19 Paragraph (1), states that higher education is an educational level following secondary education, encompassing diploma, undergraduate, master's, specialist, and doctoral programs organized by universities. In accordance with this law, Pasal 24 Paragraph (2) states that universities have autonomy to manage their own institutions as centers for higher education, scientific research, and community service. This autonomy encourages universities to compete in creating innovations in teaching and learning activities as well as institutional reforms. However, the implementation of such autonomy has not fully resulted in responsive academic services oriented toward students' needs. Issues such as limited access to information, inconsistencies in service procedures across units, and less communicative service interactions reflect a gap between the normative goals of reform and the reality in practice.

As a higher education institution in Indonesia serving as the case study for academic services in this research, the University of Lampung is among the institutions striving to improve its quality and reputation, as reflected in various international rankings such as the QS World University Rankings and UI GreenMetric. In the QS World University Rankings 2025, the university is ranked 1401+. In the Times Higher Education (THE) rankings, the university has not yet entered the main global ranking list, although it achieved a 601+ position in the THE Asian University Rankings 2024. According to Webometrics data, the University of Lampung ranks 15th nationally. The university also holds the 15th national position in the UI GreenMetric.



**Figure 1.** Achievements of the University of Lampung

Source: <https://www.unila.ac.id/peringkat-unila-pada-greenmetric-naik-15-besar-level>

Based on the ranking data, although the University of Lampung has achieved notable accomplishments at the global level, the quality of its academic services still requires improvement. Field observations conducted by the research team in April 2025 at the Faculty of Teacher Training and Education (FKIP) identified student complaints regarding academic service processes, including ineffective communication, complex administrative procedures, and service delays. FKIP University of Lampung is one of the work units that directly faces the

complexity of these academic service dynamics. Student feedback indicates substantial barriers in academic administrative processes, suggesting the need for a transformation in the service system approach.

One concept discussed in public administration to address this issue is the New Public Service (NPS), a public service paradigm developed by Denhardt & Denhardt, (2015) in response to the weaknesses of the New Public Management (NPM) approach. Unlike NPM, which emphasizes efficiency and market logic, NPS highlights the importance of positioning citizens as active partners in service processes and emphasizes ethics, accountability, and public involvement in decision-making. Values such as serve citizens, not customers; seek the public interest; and value people, not just productivity serve as fundamental principles guiding public service reform toward a more humanistic and deliberative direction.

Other observations based on documentation from the 2024 academic service satisfaction questionnaire at FKIP University of Lampung show that the NPS paradigm has not yet been well implemented. The ten dimensions of public service success—Tangibles, Reliability, Responsiveness, Competence, Courtesy, Credibility, Security, Communication, Access, and Understanding the Customer—have not been fully achieved. This is due to various factors, including academic services that are less friendly or less attentive to students' needs, unclear or non-transparent information regarding academic procedures, slow academic processes, lack of responsiveness to student inquiries or complaints, limited empathy toward students' needs, poor communication between academic staff and students leading to misunderstandings and dissatisfaction, and insufficient availability of academic staff when students require assistance.

Referring to the results of the assessment of administrative service users in the academic field at FKIP University of Lampung, the implementation of NPS principles is expected to create a service system that is not only administratively effective but also inclusive, equitable, and empowering. Therefore, this research focuses on answering two main questions: (1) How are NPS principles evaluated in the practice of academic administration at FKIP University of Lampung through the ten dimensions of public service success? and (2) What are the supporting and inhibiting factors in implementing these principles? Thus, this study is expected to provide empirical contributions to strengthening higher education sector reform in Indonesia.

## 1. Review of the New Public Service (NPS) Concept

The concept of NPS was introduced by Robert B. Denhardt and Janet V. Denhardt as an alternative paradigm in public administration practice. In their work *The New Public Service: Serving, Not Steering* (Denhardt & Denhardt, 2015), NPS emerged as a response to the dominance of the New Public Management (NPM) approach, which focuses on efficiency and market mechanisms. NPS offers a new orientation in public sector management by positioning citizens as partners in service delivery rather than merely as consumers. Denhardt & Denhardt (2015) propose seven main principles within the NPS framework: 1). Serve citizens, not customers. Public services must prioritize citizens as individuals with the right to be involved in public decision-making processes, not merely as service recipients; 2). Seek the public interest. Public interest cannot be determined unilaterally by bureaucracy but must be formed through dialogue, participation, and consensus among citizens; 3). Value citizenship over entrepreneurship. The public sector should emphasize active citizenship and collective contributions in service processes; 4). Think strategically, act democratically. Strategic planning in public services must be carried out through deliberative processes that respect

democratic principles and openness; 5). Recognize that accountability is not simple. Public accountability is complex, encompassing responsibility to laws, ethics, and societal values, not merely administrative performance outcomes; 6). Serve rather than steer. Public officials should support citizens in finding solutions to their own problems rather than dominating or directing them unilaterally; dan 7). Value people, not just productivity. Public services must humanize the relationship between officials and service recipients by prioritizing empathy, care, and respect for human dignity.

In line with the normative principles of NPS, Denhardt dan Denhardt (2015) and subsequent researchers developed quantitative and qualitative indicators to assess how effectively and ethically public services are delivered. One widely used evaluative approach is the measurement of ten dimensions of public service success, integrating both technical and humanistic perspectives: 1). **Tangibles**. Physical facilities, supporting service infrastructure, and staff appearance; 2). **Reliability**. The institution's ability to provide accurate, consistent services in accordance with standard operating procedures (SOPs); 3). **Responsiveness**. Readiness and promptness in responding to the needs, requests, and complaints of service users. In academic services, this dimension reflects the speed of response to course registration (KRS) processes, thesis or examination procedures, and document requests; 4). **Competence**. The level of expertise, skills, and knowledge possessed by service staff in delivering services. Competence serves as a benchmark for the effectiveness of service interactions and the successful delivery of information to students; 5). **Courtesy**. Involves friendly, respectful, and empathetic attitudes of staff toward service users. Courtesy is an important aspect in building comfort and trust between students and educational personnel; 6). **Credibility**. The level of trust users have in the honesty and integrity of the service. This relates to the transparency of information and the alignment between service promises and actual implementation; 7). **Security**. The protection of personal data, physical comfort, and the security of students' information in academic administrative processes. Security has become an important issue alongside the digitalization of service systems; 8). **Access**. The ease with which students can reach services, both physically and digitally. This includes the location of service offices, the availability of online services, and accessibility for students with special needs; 9). **Communication**. The quality and effectiveness of communication between service providers and recipients. This dimension assesses how well staff explain procedures and convey information clearly and transparently; and 10). **Understanding the Customer**. The ability of the institution and its staff to identify students' unique needs, understand their personal and social dynamics, and adapt service approaches in a flexible and humane manner.

In analyzing the dynamics of public service reform within higher education, a conceptual framework is required that can comprehensively explain the transformation of values, structures, and practices in public administration. In this research, one theoretical approach used to examine paradigm shifts in public service is the New Public Service (NPS) concept. This approach offers a framework focused on strengthening citizen participation, service ethics, and collaboration in public decision-making. NPS emerged as a response to the limitations of previous paradigms, such as New Public Management (NPM), which overly emphasized efficiency and market logic in public sector services. Therefore, to gain an in-depth understanding of the implementation of NPS principles in academic administrative services, a discussion of the fundamental concepts of NPS and its main principles becomes an essential part of this literature review.

## **2. Review of the Academic Service Concept**

In this study, service is defined as an action or activity that can be offered by one party to another, which is essentially intangible and does not result in ownership of anything (Kotler et al., 2009). This research focuses on academic services as services provided by academic staff to students, which follow established service standards to ensure proper implementation. Higher education institutions employ excellent service principles in order to achieve high institutional standards. Excellent service refers to designing, organizing, mobilizing, and controlling service processes with very high standards to satisfy customers and achieve institutional goals. The quality of academic services is defined as the comparison between the academic services perceived by customers or stakeholders and the academic services expected by them. If the perceived academic service quality is equal to or exceeds the expected service quality, then the service is considered to be of high quality (Nisrina et al., 2024). There are five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy (Larasati et al., 2022).

Another perspective cited by the author (Marthalina, 2018) states that academic service quality is a crucial aspect of educational institutions. Academic services are considered high quality when they meet the expectations of service users. To ensure that academic services are optimal and aligned with user expectations, they must implement public service principles as Undang-undang Nomor 25/2009 which include aspects such as public interest, legal certainty, equality of rights and treatment, balance of rights and obligations, transparency and accountability, facilities and special treatment for vulnerable groups, and effectiveness and efficiency.

## **2. METHODS**

This study employs a survey method as the primary approach to obtain an empirical overview of the quality of academic services from the perspective of the New Public Service (NPS). Survey research is understood as a method of data collection conducted systematically through structured instruments administered to a number of respondents to measure their attitudes, perceptions, and experiences regarding a particular phenomenon. In this research, the survey was used to capture students' assessments, as service users, of the ten dimensions of service success based on NPS. Data were collected from 225 students selected proportionally from four study programs in the Department of Education, Faculty of Teacher Training and Education (FKIP), University of Lampung, representing approximately ten percent of the total population of active students.

The survey process began with the development of a questionnaire based on NPS indicators, covering the dimensions of tangibles, reliability, responsiveness, competence, courtesy, credibility, security, access, communication, and understanding the customer. The research instrument consisted of 21 items, including 17 closed-ended questions in the form of a numerical scale to measure respondents' perceptions quantitatively, and 4 open-ended questions that allowed students to express complaints, experiences, and suggestions related to academic services. Data collection was carried out through the distribution of online questionnaires using Google Forms, enabling a more efficient response process, broader respondent reach, and minimizing geographical and time constraints.

The collected data were then processed through stages of coding, tabulation, and descriptive statistical analysis to illustrate trends in respondents' assessments of academic service quality. The results of the data processing are presented in the form of tables, graphs,

and narrative descriptions that highlight the main patterns of the research findings. This presentation serves not only as an empirical description but also as an analytical basis for assessing the level of implementation of NPS principles in academic administrative practices, as well as identifying strategic areas that require strengthening within the public service reform agenda in higher education. Regarding the research location, this study was conducted at the Faculty of Teacher Training and Education (FKIP), University of Lampung, specifically in the Department of Education, which consists of four study programs: Guidance and Counseling, Early Childhood Education (PAUD), Primary School Teacher Education (PGSD), and Physical Education. The unit of analysis in this research includes students from these four study programs.

### 3. RESULT AND DISCUSSION

In an effort to evaluate public service reform within higher education, particularly in academic administration, the New Public Service (NPS) serves as a relevant conceptual framework. This paradigm emphasizes that public services should not be measured solely by bureaucratic efficiency, but also by the level of citizen participation, procedural justice, and the humanistic relationship between service providers and beneficiaries. The researchers present data and information and relate them to the conceptual framework to analyze a number of student complaints and suggestions, which indicate gaps in the quality of academic services.

#### Survey Results of Academic Services for Students at the Faculty of Teacher Training and Education, University of Lampung

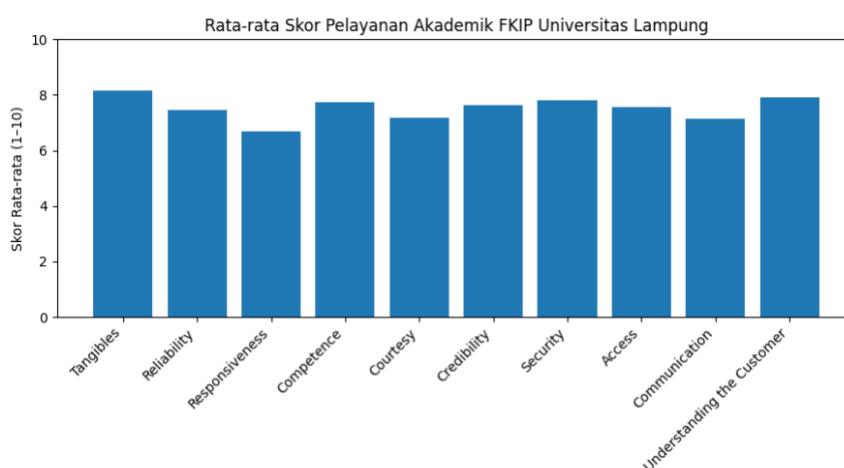
Based on the survey data collected from 225 students in the Department of Education, Faculty of Teacher Training and Education (FKIP), University of Lampung, an empirical overview of the quality of academic services from the perspective of the New Public Service (NPS) was obtained. The data were analyzed descriptively by calculating the average score (mean) for each service dimension. The results of the analysis are presented in the form of tables and graphs to illustrate trends in students' assessments as users of academic services.

**Table 1.** Average Scores of Academic Services at the Faculty of Teacher Training and Education, University of Lampung

No	Dimension	Average Score
1	<i>Tangibles</i>	8,14
2	<i>Reliability</i>	7,44
3	<i>Responsiveness</i>	6,70
4	<i>Competence</i>	7,74
5	<i>Courtesy</i>	7,16
6	<i>Credibility</i>	7,64
7	<i>Security</i>	7,81
8	<i>Access</i>	7,56
9	<i>Communication</i>	7,13
10	<i>Understanding the Customer</i>	7,91

Based on Table 1 and Figure 1, the results present the calculation of the average scores of students' assessments of the quality of academic services at the Faculty of Teacher Training and Education (FKIP), University of Lampung, based on the ten dimensions of the New Public Service. In general, the findings indicate that the quality of academic services falls within the moderate to good category, although the level of achievement is not evenly distributed across all dimensions of public service. The tangibles dimension obtained the highest average score of 8.14, indicating that physical facilities and supporting infrastructure for academic services are considered relatively adequate by students. In contrast, the responsiveness dimension recorded the lowest average score of 6.14, indicating the limited responsiveness of staff in addressing students' needs and complaints.

In addition, the dimensions of competence, security, and understanding the customer show relatively high scores, reflecting that educational staff are perceived as sufficiently competent, students feel secure during service processes, and there are efforts to understand students' needs. However, the dimensions of communication, courtesy, and access still show suboptimal scores, indicating the need to improve service communication quality, adopt more empathetic service attitudes, and enhance the accessibility of academic services. The findings presented in Table 1 and Figure 1 subsequently serve as the basis for further analysis in assessing the implementation of New Public Service principles in academic services at FKIP University of Lampung across each service dimension.



**Figure 2.** Average Scores of Academic Services at the Faculty of Teacher Training and Education, University of Lampung

### Analysis of Academic Services from the New Public Service Perspective

a. *Serve Citizens, Not Customers*

Academic services should treat students as members of the academic community who have the right to be served with respect, rather than merely as bureaucratic customers. However, based on the survey, many respondents felt emotionally neglected by academic staff who appeared unfriendly, distant, and sometimes harsh. This contradicts the essence of the NPS, which emphasizes humanistic and relational service.

b. *Seek the Public Interest*

The lack of policy integration between Campus B and Campus A has become a serious issue. Students reported that differing procedures between campuses cause

confusion and increase administrative burdens. In fact, this principle emphasizes collaboration and alignment of vision for the collective interest of the entire academic community.

c. *Value Citizenship over Entrepreneurship*

Students, as active actors, should be involved in service improvement processes. However, the survey results indicate limited formal participation opportunities. There are no structured forums such as focus group discussions or periodic surveys to evaluate services in a participatory manner.

d. *Think Strategically, Act Democratically*

Service strategies have not been accompanied by democratic communication. Students expect the availability of pamphlets, clear standard operating procedures (SOPs), and digital channels that help them understand service processes. When information is not properly disseminated, decision-making becomes centralized and tends to appear authoritarian.

e. *Recognize that Accountability is Not Simple*

Accountability is not only about procedures but also involves moral responsibility. When staff are absent during working hours or services are delayed due to heavy workloads, students perceive the institution as lacking transparency. Students suggested placing notices in front of offices when staff are unavailable as a form of ethical accountability.

f. *Serve Rather Than Steer*

Students expect academic staff to act as facilitators rather than controllers. However, in practice, many respondents reported feeling hesitant or afraid to ask questions or manage administrative matters due to rigid and unfriendly interactions. Ideally, services should help students understand processes, not make them feel guilty or confused.

g. *Value People, Not Just Productivity*

Many complaints indicate that the current approach tends to emphasize task completion speed rather than empathy or personal attention. Students expect more human-centered interactions, including clarity, patience, and openness from administrative staff.

### **Analysis Based on the Ten Dimensions of Public Service Success**

a. **Tangibles**

The tangibles dimension obtained the highest average score, indicating that the physical facilities of academic services at FKIP University of Lampung are perceived as relatively good by students. This finding aligns with Amin (2017), who emphasized that physical evidence is an initial element shaping perceptions of service quality. However, limitations remain in visual information media, meaning that service accessibility has not been fully optimized as emphasized in the New Public Service paradigm (Denhardt & Denhardt). The available physical facilities generally meet students' needs and include classrooms, study desks, chairs, printers, computers, and other supporting infrastructure. The presence of academic administrative staff is also part of this aspect.

Nevertheless, challenges remain, particularly related to human resources that are not yet fully optimal. For example, academic staff still lack effective socialization regarding how to utilize available facilities. Survey results also indicate that students complain about fragmented information and the lack of visual documentation such as pamphlets, posters, or information boards. Digital infrastructure is also insufficient; there is no dedicated website for remote administrative services, especially for students located at Campus B Metro.

b. Reliability

The score for the reliability dimension indicates that academic services are perceived as fairly reliable but not yet fully consistent. Uncertainty in service completion time and differences in procedures reflect the suboptimal implementation of public service accountability. Denhardt and Denhardt emphasize that procedural consistency is a key prerequisite for citizen-oriented public services. Inconsistencies in standard operating procedures (SOPs) indicate that services cannot yet be considered fully reliable. SOPs are not uniform, resulting in uncertainty for students in important administrative procedures such as graduation and seminars. Therefore, to improve services, the leadership of FKIP University of Lampung continues to provide training to administrative staff to ensure the consistent implementation of excellent service procedures.

c. Responsiveness

The responsiveness dimension obtained the lowest score, indicating weak staff responsiveness in addressing students' needs and complaints. This finding contradicts the principle of *serve citizens, not customers* in the New Public Service framework, which requires public officials to be proactive in responding to users' needs. This result is also consistent with the findings of Fatimah et al. (2019) The responsiveness dimension obtained the lowest score, indicating weak staff responsiveness in addressing students' needs and complaints. This finding contradicts the principle of *serve citizens, not customers* in the New Public Service framework, which requires public officials to be proactive in responding to users' needs. This result is also consistent with the findings of <https://fkip.unila.ac.id/> as a complaint channel. However, based on survey results, staff responsiveness to students' questions is still considered low. Many students feel ignored or receive delayed responses, particularly near administrative deadlines. This indicates weak institutional responsiveness to students' dynamic needs. Therefore, improvements are needed, especially in how students are treated and how their interests are understood (Fatimah et al., 2019).

d. Competence

The competence dimension indicates that administrative staff are generally considered competent, as reflected in their ability to provide information to students and lecturers. Staff competence is supported by routine training programs. However, weaknesses remain in communication and behavioral aspects. Students perceive that some staff possess basic administrative skills but lack adequate communication abilities. Suggestions to divide administrative responsibilities so that one staff member does not handle all tasks indicate the need for increased capacity and specialization. Competency improvement can be achieved through training, further education programs, and periodic evaluation meetings (Aliyyah, 2021).

e. Courtesy

The courtesy dimension shows that service attitudes are perceived as adequate but not yet consistent. This indicates that humanistic values in public service have not been fully internalized. From the New Public Service perspective, friendliness and empathy are essential elements of the principle *value people, not just productivity*. This aspect has become a major concern. Students reported unpleasant experiences when interacting with staff who were perceived as unfriendly, indifferent, or even sarcastic. Such behavior contradicts the principle of courtesy as a fundamental dimension of public service. Some academic administrative staff are considered less friendly, which creates discomfort for students.

f. Credibility

The credibility dimension reflects a fairly good level of student trust in academic services. According to Kotler et al. (2009), service credibility is formed through consistency between information provided and service implementation. In this context, further improvement in service consistency is needed to strengthen student trust. Honesty in building trust among students and the academic community must continue to be maintained. Based on the data obtained, students and lecturers generally trust the credibility of academic administrative staff, primarily because the information provided by the academic unit is considered reliable and consistent.

g. Security

The score for the security dimension indicates that students feel reasonably safe in academic service processes, particularly regarding the management of data and documents. Security is an essential component of public accountability, which is a fundamental principle of the New Public Service, especially in data-based public services. The Faculty of Teacher Training and Education at the University of Lampung continues to ensure protection and minimize risks related to data leaks or misuse of personal information submitted for academic and administrative purposes.

h. Access

The access dimension indicates that access to academic services is considered fairly good, but not yet fully inclusive. Students outside the main campus still face limitations in accessing services. This finding is consistent with Nisrina et al. (2024) who emphasize the importance of service accessibility in improving user satisfaction in higher education. Complaints regarding services can generally be conveyed through various media provided by the Faculty of Teacher Training and Education, University of Lampung. In this regard, the academic administration has attempted to remain open and responsive to student complaints through the complaint service channels available on the official website <https://fkip.unila.ac.id/>.

i. Communication

The communication dimension indicates that academic service communication is still not optimal. The lack of two-way communication and clarity of information hinders student participation in service processes. Within the New Public Service framework, communication is a primary means of building public participation and trust (Denhardt & Denhardt). Communication related to the academic division at FKIP University of Lampung has generally been functioning adequately. However, there have been

complaints from students regarding administrative staff who communicate poorly when delivering services. Staff perceived as abrupt or unfriendly are often encountered within departments at FKIP. Limited two-way communication and unclear information create confusion in academic administrative processes. Students have suggested more open communication, not merely one-way communication from staff. To address this issue, FKIP regularly provides weekly briefings to administrative staff to evaluate service performance that has not yet been optimal. Nevertheless, improvements are still needed, particularly in terms of better socialization of new service procedures before their implementation.

j. **Understanding the Customer (Students)**

The understanding the customer dimension shows that efforts to understand students' needs are fairly good but not yet evenly distributed. This indicates that students are not fully positioned as members of the academic community with diverse needs, as emphasized in the New Public Service paradigm. Based on survey results, staff are perceived as not fully understanding students' conditions. For example, students in the Primary School Teacher Education (PGSD) program at FKIP University of Lampung who face geographical and time constraints feel they are not given sufficient flexibility, even though such flexibility is essential in a service approach grounded in understanding users' needs.

Conclusion of Questionnaire Results on Academic Services at FKIP University of Lampung Based on the Concept of Denhardt & Denhardt (2015):

**1. Tangibles**

Based on questionnaire results from the Guidance and Counseling Study Program on March 11, 2025, additional staff are needed to conduct direct checks after students return thesis examination equipment and other materials, so that students are not unfairly blamed if items are lost. From the Physical Education Study Program on March 12, 2025, the presence of service staff is considered essential for handling administrative matters, and it is suggested that staff break times should not be too long. In addition, academic supervisors should inform students when they are unable to meet for consultations so students do not have to wait. When departmental staff are absent during working hours, notification signs should be placed outside the office so students do not wait unnecessarily.

**2. Reliability**

Based on the questionnaire results from the Guidance and Counseling Study Program (March 11, 2025), students often face uncertainty regarding how long it takes to complete administrative documents, and thesis defenses are sometimes delayed for weeks due to administrative processes. Meanwhile, based on the questionnaire from the Primary School Teacher Education Study Program (March 12, 2025), lecturers generally provide clear schedules for academic supervision.

**3. Daya tanggap (*responsiveness*)**

Based on questionnaire results from the Primary School Teacher Education Study Program (March 12, 2025), service interactions should be more flexible and not perceived as harsh or indifferent. In addition, service staff are considered insufficiently communicative, making it difficult for students to understand the information

provided. From the Early Childhood Education Study Program (March 11, 2025), students reported feeling happy when departmental staff were friendly and welcoming, as this created a positive atmosphere. Students also expect staff to be more responsive and polite in providing services, especially when students themselves demonstrate respect.

#### **4. Competence**

Based on questionnaire results from the Guidance and Counseling Study Program (March 11, 2025), departmental staff provide detailed explanations when students ask questions, particularly regarding seminar procedures. Thesis supervisors are also considered highly supportive in guiding students through their research process. Even program heads (Kaprodi), despite busy schedules, are appreciated for taking the time to review and provide feedback on students' work.

#### **5. Courtesy**

Based on questionnaire results from the Guidance and Counseling Study Program (March 11, 2025), service staff are sometimes perceived as unfriendly and unwilling to admit mistakes. Some staff are described as harsh, making students hesitant to seek assistance or ask questions. In addition, some staff respond using sarcastic language, and students feel they must consider the staff's mood before approaching them. Similarly, questionnaire results from the Primary School Teacher Education Study Program (March 12, 2025) suggest that service staff should improve their attitudes, particularly in terms of friendliness.

#### **6. Credibility**

Based on questionnaire results from the Primary School Teacher Education Study Program (March 12, 2025), lecturers are expected to consider students' availability for supervision and avoid rescheduling previously agreed appointments. From the Physical Education Study Program (March 12, 2025), some lecturers reportedly request that supervision sessions be held at their homes and that students bring small gifts, which raises concerns about professionalism and service credibility.

#### **7. Security**

Based on questionnaire results from the Guidance and Counseling Study Program (March 11, 2025), direct checks should be conducted when students return projectors and thesis defense equipment by administrative staff (e.g., during student ID card processing). This is due to incidents where students were accused of taking projector cables without clear evidence, creating discomfort for both staff and students.

#### **8. Access**

Based on questionnaire results from the Primary School Teacher Education Study Program (March 12, 2025), a dedicated website for administrative processes should be developed to reduce repeated visits to campus; once documents are completed, students could retrieve them directly. It is also recommended to form a special team responsible for registration and communication with students, so administrative staff are not required to simultaneously manage online communication. In addition, pamphlets containing graduation links and seminar requirements should be displayed

outside offices to help students understand procedures and reduce repetitive explanations by staff.

### **9. Communication**

Based on questionnaire results from the Guidance and Counseling Study Program (March 11, 2025), departmental staff provide detailed explanations when students ask questions, especially regarding seminars. However, some lecturers are reported to read messages without responding, leaving students confused about the next steps.

### **10. Understanding the Customer (Students)**

Based on questionnaire results from the Primary School Teacher Education Study Program (March 12, 2025), service staff are perceived as not fully understanding students' conditions. For example, students scheduled for seminars at 8:00 a.m. still have to wait until shortly before the session begins to receive the seminar room key, indicating a lack of flexibility and consideration for students' needs.

## **Supporting and Inhibiting Factors in the Implementation of New Public Service (NPS) in Academic Services at FKIP University of Lampung**

### **a. Supporting Factors**

Based on observations and respondents' feedback, several factors support the implementation of NPS principles within FKIP University of Lampung:

#### **1. Availability of Professional Human Resources (HR)**

In general, academic administrative staff possess basic competencies in managing academic administration. Some students acknowledged that certain staff members are willing to respond even outside working hours, demonstrating strong dedication, although this is not yet supported by balanced workload management.

#### **2. Continuously Developing Administrative Infrastructure**

FKIP University of Lampung has implemented an academic information system (SIKAD) and limited online administrative services. This represents an initial step toward more digitalized services, in line with the principles of accessibility and responsiveness within the NPS framework.

#### **3. Commitment of Faculty Leadership to Service Improvement**

Structurally, faculty leaders have shown initiatives to improve service quality through periodic evaluations and training programs. This serves as an important foundation for building public service governance based on strategic thinking and democratic action.

### **b. Inhibiting Factors**

Despite these supporting potentials, the implementation of NPS still faces several challenges, as reflected in qualitative data from the student survey:

#### **1. Low Quality of Service Communication**

Many students complained about staff attitudes perceived as unfriendly, distant, or even sarcastic. This reflects weaknesses in the courtesy and communication dimensions, which should be fundamental elements in human-centered public service.

2. Suboptimal Digital Service Access

Students, particularly those from the PGSD program in Metro, face geographical and administrative barriers due to the absence of a fully functional platform for remote administrative services. This indicates limited achievement in the access and responsiveness dimensions.

3. Tidak Seragamnya Kebijakan Antar Unit/Kampus

Differences in procedures between Campus A and Campus B Metro create confusion and additional administrative burdens. This reflects a failure to fully implement the principles of *seek the public interest* and *serve rather than steer*.

4. Limited Formal Feedback Channels

There are no regular forums or effective channels for students to systematically convey complaints, suggestions, and feedback. This limits the implementation of the *value citizenship* principle and reduces opportunities for collaborative and continuous service improvement.

### **Document Analysis of Administrative Services at FKIP University of Lampung**

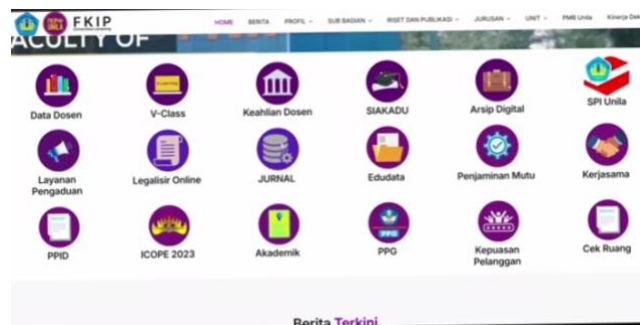
The Faculty of Teacher Training and Education (FKIP) at the University of Lampung continues to improve its administrative services to ensure that both students and lecturers who require services are served effectively and satisfactorily. In 2023, FKIP introduced its latest service innovation: an online legalization (document certification) system, designed to make services more efficient and effective. The launch of this online legalization service was conducted openly in a hybrid format at Hall K of FKIP University of Lampung, via Zoom and YouTube channels, attended by university leaders and viewed by thousands online. This innovation is expected to support the digital transformation of services.

This initiative is also part of the Smart Campus program. By implementing online legalization, FKIP University of Lampung aims to accelerate and simplify administrative services. The service is intended to provide the best possible support for thousands of FKIP alumni spread across various regions in Indonesia and abroad. Online legalization is particularly beneficial for alumni located far from the university, especially those who previously had to travel long distances simply to obtain document legalization.

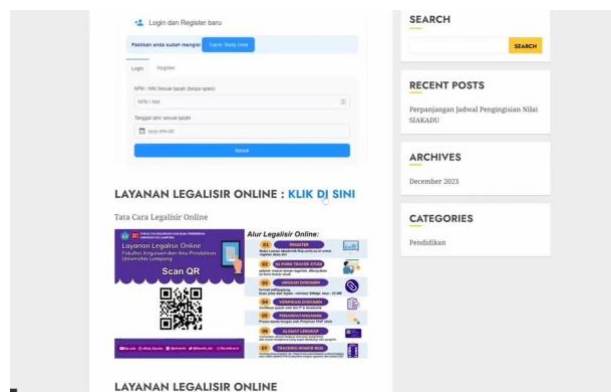
Through this service, alumni no longer need to physically visit the campus to process document legalization. They can complete the process online and wait for the results at their respective homes or places of residence. FKIP has also collaborated with Pos Indonesia to deliver legalized documents to various regions. A Cash on Delivery (COD) method is available for alumni who prefer to process legalization directly on campus. For those constrained by distance and time, the online service provides a practical alternative. The launch of this innovation is expected to enhance convenience and comfort for alumni in managing administrative documentation. It also represents a positive step toward positioning FKIP as a smart campus that implements good university governance. Moreover, this innovation is expected to inspire other faculties to pursue further digital transformation that can be accessed from anywhere.

The steps required to access the online legalization service are as follows:

1. Visit the official FKIP University of Lampung website at <https://fkip.unila.ac.id/>
2. Once on the official website, select the “Online Legalization” service menu from the available options.



3. Log in by following the instructions on the login page. Users who already have an account can log in directly, while new users must register first.



4. Complete the required data and follow the instructions until the process is finished.

With this innovation, alumni of the University of Lampung are expected to find it easier to manage administrative documents for purposes such as continuing their studies or applying for jobs. Providing fast, advanced, and accessible services has become a source of pride for FKIP University of Lampung.

In addition to the document analysis above, several media reports highlight the contributions of the University of Lampung:

1. Source: Official Unila website (online, October 3, 2023), also reported by Antara News Lampung

“The University of Lampung is ranked within the top 1,500 out of 1,904 universities in 108 countries according to the Times Higher Education (THE) World University Rankings. Nationally, Unila ranks 16th among the best universities in Indonesia and is among the top three universities in Sumatra.”

2. Source: Lampost.co & NU Online (online, June 27, 2023)

“Unila is ranked ninth based on research performance, innovation, and social impact. The increase in ranking is the result of Unila lecturers publishing scientific work in Scopus-indexed journals.”

3. Source: Timenews.co.id (online, January 9, 2025)

“In the latest EduRank 2024 ranking, Unila was named the best university outside West Sumatra. The university ranked among the top 1,797 institutions out of 14,131 universities assessed.”

“Unila’s success is driven by its strong commitment to improving research and educational quality. EduRank evaluates performance based on three main factors: research productivity, non-academic reputation, and alumni impact.”

These sources highlight that the University of Lampung’s national and international rankings are closely linked to improvements in academic services, research, publications, administrative services, and the reputation of its academic community. The excerpts demonstrate that internal university services—both administrative and academic—make a tangible contribution to global and national ranking achievements.

#### 4. CONCLUSION

Academic administrative services at the Faculty of Teacher Training and Education (FKIP), University of Lampung, indicate that the principles of the New Public Service (NPS) have not yet been fully implemented optimally. Field findings reveal significant weaknesses in communication, service accessibility, and staff courtesy. PGSD Metro students, in particular, face geographical and administrative constraints that have not yet been adequately addressed through a comprehensive digital service system.

This study aims to evaluate the quality of academic services at FKIP University of Lampung from the perspective of the New Public Service. Based on the results of the student survey presented in the form of tables and graphs, as well as discussions across the ten dimensions of public service, it can be concluded that this research has aligned with its objectives and successfully addressed the research questions.

The findings show that academic services at FKIP University of Lampung have been functioning fairly well, particularly in terms of physical facilities, staff competence, service security, and efforts to understand students’ needs. However, several service dimensions still require further development, especially responsiveness, service communication, empathetic

service attitudes, and accessibility of academic services. These findings are expected to serve as constructive input for the continuous improvement of academic service quality.

Based on the analysis and conclusions of this study, the authors propose several recommendations:

**1. Strengthening service responsiveness**

Academic services at FKIP University of Lampung should continue to improve in terms of speed and accuracy of response so that students' needs and aspirations can be addressed more optimally.

**2. Improving the effectiveness of service communication**

Continuous efforts are needed to enhance the clarity and consistency of academic information so that communication between administrative staff and students becomes more effective and easier to understand.

**3. Developing a humanistic service attitude**

Friendly, polite, and empathetic service attitudes should be further cultivated as part of efforts to strengthen the quality of academic service interactions.

**4. Optimizing access to academic services**

Further development of academic services, particularly digital-based services, should be pursued to expand accessibility for all students.

**5. ACKNOWLEDGMENT**

Nulla aliquet facilisis dignissim. Integer quis justo at mauris blandit viverra id at neque. Nunc sed consectetur nisi. Praesent dictum feugiat cursus.

**6. AUTHORS' NOTE**

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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