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SERVQUAL Digital Challenges in Serving Foreign University Graduates in Indonesia

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ABSTRAK

Studi ini dilatar belakangi persoalan yang sering dihadapi para lulusan luar negeri dalam memastikan legalitas ijazah yang mereka peroleh, dimana prosesnya memakan waktu, tidak praktis, berbiaya tinggi dan selama ini cukup merepotkan para lulusan sekembalinya mereka di tanah air. Oleh karena itu pemerintah perlu menyediakan sistem layanan yang efektif karena jumlah lulusan luar negeri setiap tahun semakin meningkat seiring dengan semakin dibukanya kran bea siswa luar negeri. Permasalahan penelitian ini adalah bagaimana upaya mengoptimalkan pelayanan berbasis digital oleh Direktorat Pembelajaran dan Kemahasiswaan Republik Indonesia agar dapat memenuhi standar pelayanan minimal. Studi ini bertujuan untuk menganalisis penerapan layanan online untuk penyetaraan ijazah lulusan perguruan tinggi luar negeri. Studi ini menggunakan metode deskriptif kualitatif. Studi menghasilkan temuan bahwa ada faktor pendukung dan penghambat layanan elektronik di pendidikan tinggi pada tataran kelembagaan, organisasi, dan personalia. Hal itu menjadi isu yang harus diatasi untuk pemerataan akses dan kemudahan pengakuan ijazah luar negeri. Disimpulkan bahwa pemerintah sebagai penyedia layanan pendidikan perlu berinovasi demi pelayanan yang bisa lebih menjamin validitas kelulusan perguruan tinggi, sementara prosesnya tanpa meninggalkan standar SERVQUAL. Studi ini merekomendasikan model inovasi yang bernilai strategis dan operasional bagi reformasi pengelolaan layanan administrative pendidikan tinggi.

ABSTRACT

Studi ini dilatar belakangi persoalan yang sering dihadapi para lulusan luar negeri dalam memastikan legalitas ijazah yang mereka peroleh, dimana prosesnya memakan waktu, tidak praktis, berbiaya tinggi dan selama ini cukup merepotkan para lulusan sekembalinya mereka di tanah air. Oleh karena itu pemerintah perlu menyediakan sistem layanan yang efektif karena jumlah lulusan luar negeri setiap tahun semakin meningkat seiring dengan semakin dibukanya kran bea siswa luar negeri. Permasalahan penelitian ini adalah bagaimana upaya mengoptimalkan pelayanan berbasis digital oleh Direktorat Pembelajaran dan Kemahasiswaan Republik Indonesia agar dapat memenuhi standar pelayanan minimal. Studi ini bertujuan untuk menganalisis penerapan layanan online untuk penyetaraan ijazah lulusan perguruan tinggi luar negeri. Studi ini menggunakan metode deskriptif kualitatif. Studi menghasilkan temuan bahwa ada faktor pendukung dan penghambat layanan elektronik di pendidikan tinggi pada tataran kelembagaan, organisasi, dan personalia. Hal itu menjadi isu yang harus diatasi untuk pemerataan akses dan kemudahan pengakuan ijazah luar negeri. Disimpulkan bahwa pemerintah sebagai penyedia layanan pendidikan perlu berinovasi demi pelayanan yang bisa lebih menjamin validitas kelulusan perguruan tinggi, sementara prosesnya tanpa meninggalkan standar SERVQUAL. Studi ini merekomendasikan model inovasi yang bernilai strategis dan operasional bagi reformasi pengelolaan layanan administrative pendidikan tinggi.

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INTRODUCTION

Providing services that can speed up the process of ensuring the legality of educational certificates is very important and needs to be given priority. Diplomas, especially for those who study at foreign universities, cannot be validated immediately and are related to many other important administrative matters. E-government can increase the responsiveness of public sector services to the public's needs for educational documents. The effectiveness of adopting e-government can optimize the government's work in carrying out its tasks, it is noted in a collection of United Nations journals titled "E-government For The Future We Want." The emergence of e-government demonstrates an effort to improve and advance the capability of services offered by the government using ICT and various web-based telecommunications technologies. Al-Balushi and others (2016). This is consistent with Cropf's definition of e-government (Rahayu and Vishnu, 2019:318), which says that it is a change in how government services are delivered through the use of technology, particularly the web. The use of the internet as a service base attempts to boost customer happiness, public accessibility, efficiency, and processing speed.

Obtaining excellent governance requires the Directorate of Learning and Student Affairs (Ditbelmawa) is make strides toward enhancing its public services, specifically by streamlining the process of equalizing diplomas for graduates of foreign universities, starting with registration, uploading files, assessment by a team of experts, publishing, and registration for taking Decision Letters. The Ministry's 'Public Service Innovation Competition' presented the Directorate of Learning and Student Affairs with a prize for this innovation in 2019. One of the best public service ideas in Indonesia came from the Directorate of Learning and Student Affairs, which at the time was still a part of the educational ministry.

The equalization of overseas diplomas is a service offered to assist foreign university alumnus students in meeting their needs so that their diplomas can be acknowledged for the legitimacy of the education they received and the authority granted in the diploma. Article 26 of Law No. 12 of 2012 concerning Higher Education, which specifies that academic degrees, vocational degrees, and professional degrees are governed by government regulations, is what drives this service. According to Regulation of the Minister of Res-Tech, and Higher Education No. 59 of 2017 concerning the Equalization of Diplomas and Conversion of Cumulative Achievement Index Values for Graduates of Foreign Universities, (1) the inclusion of graduate degrees resulting from equivalent diplomas still uses the title on the diploma issued by the foreign university country; (2) The Director General determines the results of diploma equalization and conversion of GPA values; and (3) The Director General determines the cumulative achievement index values for graduates of foreign universities.

Equalizing diplomas from foreign universities is the process of recognizing the qualifications of diplomas and academic grades obtained from foreign universities with the qualifications of higher education diplomas in Indonesia, according to the Minister's regulation. One of the top services provided by the Directorate to meet the community's long-standing needs (students graduating from foreign universities) is equivalent to international diplomas.

Goals of the equalization program: To ascertain three things: (1) the legitimacy of a diploma earned at a foreign university; (2) the level of education attained by a person while pursuing their education overseas; and (3) the degree of equality with the level of education applied in Indonesia. The academic system, the amount of credits earned, the duration of the study period, the standard of the final project, and the time spent in the location where the education was received are all crucial factors to consider in the equalization process. Aside from that,

international graduates are not obligated to equalize their diplomas unless their employer specifically mandates it.

The Regulation of the Minister concerning 'Equalization of Diplomas and Conversion of Cumulative Achievement Index Values for Graduates of Foreign Universities' specifies the prerequisites for participating in the equalization of foreign diplomacy, including Foreign universities and/or study programs must be accredited or recognized by the government or other authorized institution; Display the original diploma that will serve as a substitute; Provide a photocopy of the diploma; Display the original transcripts from any universities abroad; Include a photocopy of your academic transcripts as well.

Every month, over 200 graduates from abroad complete their degrees (LAKIN Ditjenbelmawa 2017). In responding to the needs of international graduates, several efforts have been made to improve the service system and accelerate diploma equalization procedures. The new international diploma equalization system features an online equalization status check, so service users don't have to wait too long for their diplomas to be equalized if other graduates from the same program and level have already had theirs done. Creating and implementing Standard Operating Procedures (POB) will enable the equalization process to be assessed and quantified, and registration will be possible from any location with an internet connection.

There are many registrations for diploma equalization every day, so a system for developing diploma equalization has been created by including elements like: (1) Proposers must provide any supporting documentation that requires diploma equalization, and (2) they must select an arrival date that only allows 50 persons per day. The Head of the Sub-Coordinator has an account for data validation, and the Verification Operator has an account for data verification. The Assessment Team, meantime, has its account to conduct online assessments. The Decree on Equalizing Foreign Diplomas can be printed and signed by the Directorate when the Head of Sub-Coordinator completes the validation procedure. 4,961 decrees were issued in 2017, according to the Directorate of Learning and Student Affairs' 2018 Performance Report, while 5,377 decrees were issued in 2018 as a result of a wholly online diploma equalization process. Even though this equalization is optional and is solely required by the institution to which the diploma holder is applying, the rise in demand for Indonesian students studying overseas is evidence of the country's considerable need for them.

Table 1.
Number of Equivalent Foreign Diplomas

Year	Proposer	Decree Issued
2016	**8,659**	**6,073**
2017	**4,939**	**4,961**
2018	**6,744**	**5,377**
2019	**6,382**	**4,783**
2020	**4,651**	**3,202**

Source: Ditbelmawa (2021)

Based on this background, the following research questions were raised: (1) How does- public service reform improve the quality of services for processing diploma equivalents for foreign university graduates in the Directorate of Learning and Student Affairs; (2) What are -the supporting and inhibiting factors in the process of public service reform in improving the quality of services for obtaining equivalent diplomas for foreign university graduates; and (3) What things have been reformed in the service for equalizing diplomas for foreign university graduates.

The purpose of the study is; to examine and analyze the application of digital-based services for equalizing diplomas of foreign university graduates in Indonesia in order to better guarantee the validity of documents without abandoning SERVQUAL standards to assist services for foreign graduates

Literature Review

Improving the quality of public services requires the right strategy, supported by the performance of government agencies, and the human resource capacity of the apparatus by improving education and training. The desired target is the realization of public services in all service sectors that are accurate, fast, free of charge, and satisfy the public as service users (Hermawan, 2020).

In the education sector, although the Indonesian government has made great efforts to improve its education system, a comprehensive assessment of the effectiveness of government interventions is needed. Recent studies highlight the need for a more in-depth analysis of the role of government, including financial involvement, regulatory capacity, curriculum development, teacher training programs, and monitoring mechanisms (Gonzalez & Pelayo, 2022). Responding to the current phenomenon which shows the public's desire for higher quality public services in the higher education sector, the government, with its authority and credibility, is expected to be able to provide services that meet the wishes of foreign graduates, in line with the demands of professionalism with ability high educational standards (Ryttberg & Geschwind, 2021).

In the context of 'measuring service quality variables', Parasuraman, et al. (1988) identified 5 (five) dimensions of service quality measurement; responsiveness, reliability, tangibles (direct evidence), assurance, and empathy. This measurement is known as the service quality model (SERVQUAL). Dabhokar, et al. (1996) proposed dimensions for measuring service quality in businesses which include physical aspects, reliability, personal interaction, problem-solving, and policy which is a combination of retail literature and SERVQUAL. The challenge in the next discussion is to reconcile this popular principle with the implementation of digital services related to educational documents. In fact, digital-based services can be grafted onto service quality standards because there are advantages to digitalization and technological advancements (Syahputra, 2024), including:

- Increased time and efficiency in archive searches.
- Provide convenience for companies in the archive management process.
- Save space and document storage costs.
- Backup documents in digital form (JPG, PDF, Photo file, TIFF, Searchable PDF, BMP, eg) (Soto Setzke et al., 2023).

This study presents new findings regarding administrative services for post-educational needs that lead to diploma recognition. Based on theoretical studies and data analysis, a new conceptual model has been found regarding digital-based innovation patterns which contribute to providing a basis for reforming administrative services in higher education.

RESEARCH METHODS

This study adopts a qualitative descriptive technique to create knowledge assertions based on a constructive or participatory perspective. To obtain a thorough understanding of the problem's history and avoid prejudice toward the problem being examined, the research emphasis is also decided upon following pre-observation at the research site. The SERVQUAL Model, which is used in the technical study, asks users to rate the seven dimensions of simplicity, consistency, participation, accountability, continuity, transparency, and assurance as a whole. 22 statements make up the SERVQUAL instrument, which measures users' perceptions and expectations of service quality.

RESULTS AND DISCUSSIONS

Based on the Minister of Education and Culture Regulation, Number 45 of 2019; concerning the Organization and Work Procedures of the Ministry, the Directorate of Learning and Student Affairs carries out the following functions:

1. Formulation of policies in the field of academic higher education.
2. Implementation of policies in the fields of learning, institutions, student affairs and academic resources for higher education.
3. Formulation of granting licenses for the implementation of private universities-organized by the community.
4. Implementation of evaluation and reporting in the field of academic higher education.
5. Implementation of the administration procedures.

It appears that the government is trying to create added value for stakeholders by providing premium quality service products accompanied by professional services in realizing a touch of bureaucratic reform in Indonesia (Saxena, 2005; Iqbal et al., 2020; Maulana et al., 2022) To realize the vision above, the Directorate General of Higher Education carries out the mission;

1. Increase the relevance, quantity, and quality of higher education- to produce quality human resources.
2. Improving the ability of science, technology and innovation to produce added value innovation products.
3. Realizing ‘good governance’ in the context of bureaucratic reform.

There is a strong intention to create a professional government bureaucracy with characteristics; of high performance, integration, free from corruption and collusion, capable of serving the public, neutral, dedicated, prosperous, and upholding the basic values, code of ethics, and ‘secret oath’ of state officials (Sitompul et al., 2020). The equalization service mechanism is also arranged to facilitate users, as follows;

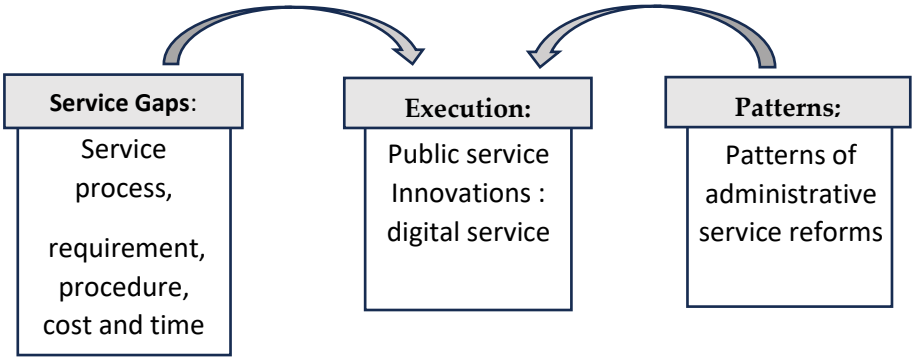
Figure 1:
Foreign diploma equalization service mechanism

Source: https://piln.kemdikbud.go.id (2024)

It is necessary to design standard components or stages of public services, in order to create the widest possible access to information for the public -so that it is easier for the user and community to reach basic services according to their needs. In addition, with the implementation of service standards (Nur et al., 2023; Wahyuni et al., 2022), it can practically minimize maladministration practices such as procedural irregularities, illegal levies, protracted delays and so on, which are loopholes for acts of immense corruption (Onyango, 2022; Irmajayanti et al., 2021).

The existence of clear public service standards also provides open access to information to stakeholders so that in a service process, a requirement, procedure, cost, and time period must be measurable and known to the public. Information about clear and consistent stages can avoid confusion and public complaints in its implementation (Tedyyana et al., 2022; O'Brochta, 2023; Pribadi, 2021). The process that occurs in the Ministry of Education in a broader context brings hope in turning Indonesia into a welfare state that can meet basic needs, as a form of equalization mechanism for various service gaps (figure 2);

Figure 2:
The service innovation initiative bucket



Source: by the authors (2024)

The following aspects need to be considered in implementing Public Service Reform in the Context of Improving 'the Quality of Diploma Equivalence Services for Foreign Higher Education Graduates;

a) Institutional Aspect

In the inauguration speech of the RI President 2019-2024, one of the directions was conveyed, namely streamlining the bureaucracy to two levels (Echelon I and Echelon II) and replacing or transferring these positions with functional positions based on competencies certain skills, and expertise in all government agencies. as stated in the Circular Letter of Ministry no. 393 of 2019 concerning Strategic and Concrete Steps to Simplify Bureaucracy. Based on this direction, the Ministry of Education and Culture removed Echelon III and Echelon IV positions in the organizational structure and governance within the Ministry of Education and Culture.

As a consequence of the policy, the Directorate of Learning and Student Affairs (Ditbelmawa) also removed structural positions under this institution. This has had an impact on changes in the organization of one of the higher education management directorates, where Ditbelmawa consists of a composition of work units that hold certain functional positions with different job titles, for example, Public Relations Officer, Policy Analysis, and Personnel Analysis. This is under the view that reforming public sector management requires using a management model that adapts to current developments, especially in the era of digitalization. If necessary, the government may establish- auditing, budgeting, and reporting procedures for all budgets, as well as -mechanisms to monitor the effectiveness of implementing innovations or reforms in the field of public services (Muhtada, 2017; Stefanescu, 2020).To achieve reliable and modern institutions where state civil servants become more professional and able to manage change well, Ditbelmawa supports internal institutional arrangements. This is expected to have an impact on increasing the capacity and accountability of bureaucratic performance in providing foreign diploma equalization services. The breakthrough service through streamlining structures and simpler and easier procedures makes organizations more productive in providing effective, fast, and responsive services (Hermawan, 2020; Nguar, 2022).

b) Management aspects

The goal of management reform is to make systems, processes, and work practices more transparent, efficient, measurable, and consistent with good governance principles. Within Ditbelmawa, organizational or work units currently have and put into practice increasingly standardized, understandable, and efficient methods, procedures, and work mechanisms. In the

past five years, the acceleration of digitalization brought on by COVID-19 has promoted the more effective use of information, and online technology (Amankwah-Amoah et al., 2021). In preparing the foreign diploma equalization service procedure, it is made in a much simpler sequence or process flow mechanism, which only involves one flow (desk) and officials/officers as a simple system that carries out the function and service process.

This has an effect on how easily service consumers may manage and receive excellent assistance while equating their foreign diplomas. It may be said that Ditbelmawa supports efforts to increase the quality of services by offering international diploma equalization services, which are more efficient, effective, and transparent. An integrated system with service management will result in transparent processes and effective information governance (Pilon & Brouard, 2023).

c) Human Resources aspect

Ditbelmawa's discourse on good governance affects apparatus resources that are better equipped to handle requests for and issues with delivering public services. Being prepared for the era of digitalization of public services and governance is the problem at hand. Demands, meanwhile, refer to recommendations and feedback from many stakeholders that aim to enhance service quality and reach a high level of community satisfaction. The issue, however, is a criticism that frequently arises from service consumers in the form of the most frequent request, which is for quicker, simpler, and less expensive services when processing foreign university diploma equivalents. According to Shang Zhi Jan (in Mardhatillah, 2018), adjustments in officers' attitudes and behaviors are promoted to boost productivity and responsiveness values. A human-centered public service system will coexist peacefully with qualified human resources, according to Albert and Zemke (in Dwiyanto, 2014).

Supporting Factors and Inhibiting Factors

a) Supporting factors

Quality and quantity of operators. With adequate resource capacity of the apparatus, in line with the capabilities and skills of the apparatus which adheres to the principles of service quality standards and professional service personnel. In line with the implementation of administrative reform, coaching efforts developed by Ditbelmawa are carried out through management support programs with strategic targets and measurable program performance indicators. It is hoped that this will increase the capacity of employees (in a planned and sustainable manner (Strohmeier et al., 2019). So, when responding to every applicant or graduate who wants to receive services, frontline operators or service providers have been prepared with appropriate and careful skills and service capabilities supported by a guarantee function in providing services.

Front-line workers and the outcomes have a high satisfaction level. Even though they are not aware of it, the makeup and actions of other actors engaged also have an impact on the actual evaluation of service consumers. As a result, several service operations, such as those involved in equating diplomas, are practically inseparable from the evaluation of the apparatus' performance. In addition, each government Directorate must conduct a merit system-based hiring procedure before calculating the workload of each employee realistically. When discussing workload, the average workload, shift work systems, staff productivity in finishing tasks based on working hours, and all other aspects are given careful consideration. work overload and time urgency of the necessary jobs (Inegbedion et al., 2020; Kokoroko & Sanda, 2019)

Facilities and infrastructure. The degree to which workers and applicants for diploma equalization have access to adequate facilities and infrastructure has a significant impact on how well services are provided at the Ditbelmawa office. Physical amenities in the service waiting area, such as independent queue number printers, electronic devices, internet connections (WiFi), as well as hand sanitizer facilities, can be considered sufficient to meet the standard needs of service users in the office despite not being related to the service process.

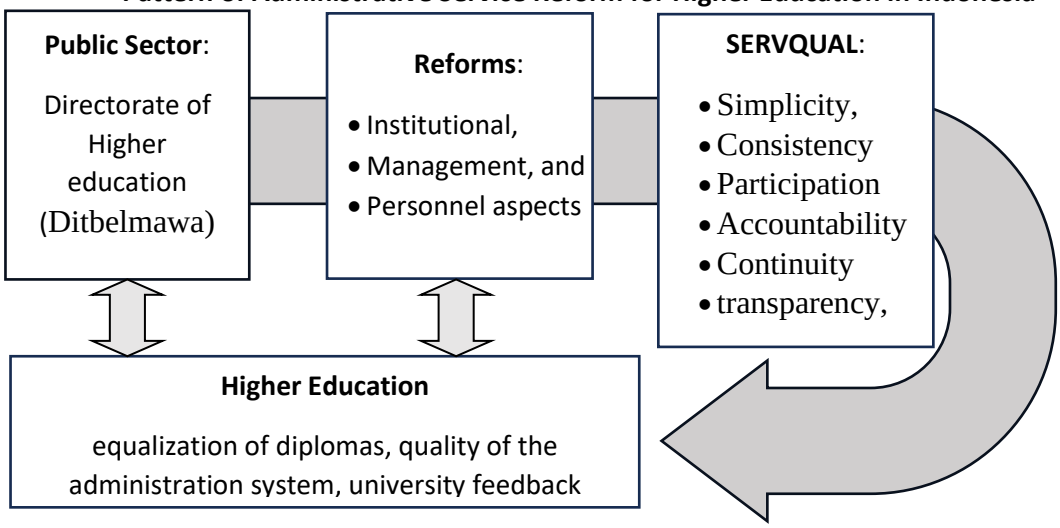
b) Obstacle factor

Error in writing the Certificate. The Equalization Decree issued had a typographical error. Naturally, this results in improper typing of the text and a discrepancy between the proposer's paper and the database of the Ditbelmawa system. There are several ways to overcome errors in writing educational certificates. This aims to correct errors in writing or spelling names on educational certificates. When applying for equalization registration, the applicant should be able to prevent this by performing two checks before completing the stage of filling out the form columns (Hayat et al., 2023).

The completeness of the document. The inability of the applicant to complete the necessary documents—which is typically caused by the document not being available, the document being lost, or the applicant misinterpreting the instructions—is the limiting factor in the implementation of foreign diploma equalization services. The inability of the applicant to complete the necessary documents—which is typically caused by the document not being available, the document being lost, or the applicant misinterpreting the instructions—is the limiting factor in the implementation of foreign diploma equalization services. So that as said by Ebbers et al. (2022) error in the documentation the duration of any service procedure, particularly in terms of licensing, increases uncertainty over the timeline, which is extremely long, and extends the time required to perform the required services. Problems can also arise from the personal factors of the proposer himself. This can be avoided by proposing diploma equalization by obtaining more detailed information about what equipment must be prepared, asking other proposers who have already equalized and received good service, or asking for information assistance from service officers by contacting customer service or coming directly to Integrated Service Unit if posible to Jakarta.

Rejection of Equalization. When the proposer is in error about the service provider that needs to be contacted, this results in the SK being refused by Ditbelmawa. The Directorate of Learning and Student Affairs can help candidates with religious diplomas avoid this mistake by disseminating information bulletins about service places they should visit.

Figure 3:
Pattern of Administrative Service Reform for Higher Education in Indonesia



Source: developed from Parasuraman (1991)

Higher education has a slightly different pattern of service change than other public services. In addition to receiving services from the government, universities serve as change agents by co-delivering services, partnering with the government, and even participating in public service reform. With this standing, the academic community is in a position that is occasionally parallel to the public sector and occasionally that of actors taking part in the bureaucratic reform process (Nubala, et al, 2024).

Therefore, SERVQUAL's goals and objectives are primarily the outcome of product and service improvements, or, to use the terms of Denhard and Denhard (2000), there are citizenship responsibilities or values that foster community in public services from an institutional, managerial, and people perspective. SERVQUAL standards for the benefit of foreign university graduates can be as follows;

a) Simplicity

The Directorate of Learning and Student Affairs works to improve public services by implementing SOPs, which are instructions for carrying out tasks by the working model of the work unit in question. There are no issues with procedures or service flow, according to representatives of the foreign diploma equalization service. Some users claim that the processes and service flow are still unclear. For instance, Mrs. Anisfatus Sholihah's event involving having to start the process all over again to equalize her graduation led to issues because the time required was excessive. We can therefore conclude that public service reform in the foreign diploma equalization service cannot be performed in a straightforward, efficient, and understandable manner for all students receiving diplomas from foreign universities.

b) Consistency

Clear terms and conditions and guidelines for implementing overseas diploma equalization will appear by paying attention to the provision of information on mandatory requirements and special requirements displayed on the website service https://ijazahln.kemdikbud.go.id/ijazahln/, on the 'Requirements' tab. In the meantime, information on face-to-face service hours for gathering SKs that the Directorate of Learning and Student Affairs has printed as well as legalizing decrees for equalizing foreign diplomas and

domestic diplomas is also available on the website and in the email each applicant receives, along with FAQ information features and a call center that is prepared to answer questions about diploma equivalency via telephone or electronic mail.

The Directorate of Learning and Student Affairs is highly committed to adopting public service changes that would result in (Jelić & Jelić, 2019; Saxena, 2005), as seen by the fact that there is absolutely no service cost for this foreign university diploma equalization service. Therefore, it can be concluded that the Directorate of Learning and Student Affairs has been operating pretty successfully, efficiently, and affordably in terms of giving clear information on administrative and technical requirements as well as specific charges for foreign diploma equivalent services.

c) Participation

According to the findings of the observations, the online sharing of experiences containing knowledge and socialization about diploma equivalency through blog media shows the community's opportunity to engage. On the one hand, graduates from foreign universities who require diploma equalization services welcome the introduction of online services because they understand that switching from the manual method to the new method of diploma equalization services will make it simpler to access and use these services wherever and whenever. At the central institution level, as many as 323 service products from 15 institutions, 57.59% or 186 service products have not published information and procedures for submitting complaints. Meanwhile, at the Provincial Government level- the availability of information on complaint mechanisms is still deficient because only 57.76% or 1,791 service products out of 3,101 service products have been researched by ORI (Widiyarta & N, 2018)

d) Accountability

The foreign diploma equalization process has a standard completion period of 14 working days for public services offered by the Directorate. Several diploma equalization candidates were discovered to have "postponed" status during the implementation, which caused the time frame stipulated in the Standard Operating Procedures to be exceeded. However, users typically encounter difficulties at the administrative requirements stage because they do not finish, do not have, or do not thoroughly (McRae & Gross, 2020). Since service work may be performed anywhere as long as there is an internet connection, the authorized work units continue to work on applications for foreign diploma equivalents even while they are working outside of the office. If all administrative requirements are met, the target time for processing services for foreign diploma equivalents can be achieved within the time frame set by the service provider unit.

e) Continuity

The implementation of public services for equalizing foreign diplomacy in the process seeks to enhance and develop innovatively the online service system beginning with applicant registration, file uploading, expert team assessment, and issuance of foreign diploma decrees to realize the effective and efficient services anticipated by the public. Regulation Number 59 of 2017 concerning Diploma Equalization and Conversion of Cumulative Achievement Index for Foreign University Graduates provides the legal framework for foreign diploma equalization services. The purpose of this legal protection is to ensure that degrees earned from foreign colleges are continually equalized with Indonesia's higher education system.

f) Transparency

Service openness, which is known to the entire community, is another sign of public service standards by PAN-RB Ministerial Regulation Number 36 of 2012. Procedures, requirements, work units in charge of completing tasks, completion dates, expenses, and other details about the foreign diploma equalization service procedure are readily available and open to the public's knowledge and autonomy (Sumartono & Hermawan, 2020; Mungiu-Pippidi, 2022)

g) Guarantee

The Directorate provides the availability of services for abroad diploma equalization with good service quality in addition to undertaking community service-related initiatives. The necessity of ensuring accessible services offered by the Directorate of Learning and Student Affairs has a big impact. Observations show that applicants can use online diploma equalization services from any location, regardless of their economic situation or physical or mental limitations. It may be claimed that the commitment to providing public services that satisfy the community (or student) has been quite successful (Mantiri, et al, 2024; Hermawan, 2023).

An important point that can be learned from the best practices of service delivery in the ministry of education is that every public service provider is obliged to meet 14 components of service standards which include: 1) legal basis, laws and regulations that form the basis for service delivery, (Barone & Cingano, 2011); 2) requirements, conditions that must be met in the management of a type of service, both technical and administrative requirements (Tuswoyo & Methasari, 2022 ; Arifiyanto, 2022; Barone & Cingano, 2011); 3) standardized service procedures, including complaints mechanisms; 4) completion period, this is necessary in the entire process of every type of service; 5fees or tariffs, costs charged to service recipients in obtaining services from the provider - the amount of which is determined based on an agreement between the provider and the recipient; 6) service products, the service products that have been provided and received must comply with the established provisions; 7) facilities, Appropriate equipment and facilities are needed to provide services, including necessities for vulnerable groups; 8) executor competence, the abilities that implementers must have include knowledge, skills and experience in service activities; 9) internal supervision, control processes carried out by the head of the unit or the executor's direct supervisor; (Ketut Karyani and Parsa, 2020; Tuswoyo & Kartika Methasari, 2022), 10) handling of complaints, suggestions, and input, procedures for handling complaints and their follow-up; 11) the number of implementers, the availability of implementers in accordance with the workload; 12) Service guarantee, to provide certainty that the process is in accordance with service standards; 13) guarantee of service security and safety, there is a commitment to ensure a sense of security, free from doubt and risk of danger.

CONCLUSIONS

This study reveals that public service reform related to improving the quality of services for obtaining diploma equivalency for foreign university graduates is marked by changes in several aspects, 1) Institutional aspects; with changes to the design of the Ministry of Education and Culture's organizational structure and the composition of the Ditbelmawa work units under Minister of Education and Culture Regulation No. 9 of 2020, 2) Management aspects; by making SOP commitments based on Kep. Director General of Belmawa Number 342/HK/2019 to achieve effective and efficient performance and e-government development, 3) HR aspect; with efforts to organize work units that have been carried out and a sufficient number of officers to carry out their duties and obligations. These efforts show the development of service quality, especially in the responsiveness dimension of the services provided.

The study suggests there needs to be supporting factors in the process of reforming public services to improve the quality of services for providing equivalent foreign university diplomas. Some of the aspects needed are the quality and quantity of adequate and qualified human resources in the apparatus as well as supporting facilities and infrastructure that complement adequate service needs, based on the Pattern of Administrative Service Reform for Higher Education.

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