

# **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, University 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 reflect citizen-oriented values better. 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 several 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 educational contexts, especially in developing countries where institutional adaptability and citizen participation are constantly evolving.

**Keywords:** public sector, reform, higher education, NPS, academic administration

## **INTRODUCTION**

Public sector reform has become a major focus in efforts to modernize governance, especially in the face of the complexity of people's demands for more transparent, participatory, and democratic values-oriented services. In this study, higher education institutions as part of public entities not only function as centers for the development of science and technology, but also as public service providers that are obliged to implement the principles of good governance.

In analyzing the dynamics of public service reform in the higher education environment, a conceptual framework is needed that is able to comprehensively explain the transformation of public administration values, structures, and practices. One of the theoretical approaches to examine paradigm shifts in public service is the concept of NPS. This approach offers a framework that focuses on strengthening citizen participation, service ethics, and collaboration in public decision-making. NPS comes as a response to the limitations of previous paradigms, such as NPM, which overemphasized efficiency and market logic in public sector services. Thus, in order to understand in depth the application of NPS principles in academic administrative services, a description of the basic concepts of NPS and its main principles is an important part of this literature review.

The concept of NPS was introduced by Robert B. Denhardt and Janet V. Denhardt as an alternative paradigm in the practice of public administration. In their work titled *The New Public Service: Serving, Not Steering* (Denhardt & Denhardt, 2015), NPS emerged as a response to the dominance of *New Public Management (NPM)* approaches that focus on efficiency and market mechanisms. NPS offers a new orientation in public sector management by placing citizens as partners in service, not just as consumers.


In Indonesia, the implementation of higher education autonomy as stipulated in Law Number 20 of 2003 concerning the National Education System Article 19 Paragraph (1) states that higher education is a level of education after secondary education which includes diploma, bachelor's, master's, specialist, and doctoral education, which is organized by universities. In accordance with Law Number 20 of 2003 concerning the National Education System Article 24 paragraph (2) which states that universities have the autonomy to manage their own institutions as centers for higher education, scientific research, and community service, of course, various universities compete to create a new innovation in teaching and learning activities or create updates. However, the process of implementing autonomy has not fully implicated the realization of responsive and student-oriented academic services. Problems such as lack of access to information, inconsistency in service procedures between units, and service interactions that tend to be less communicative, reflect the gap between the normative goals of reform and the reality on the ground.

Service is any action or activity that can be offered by a party to another party, basically intangible and does not result in any ownership (Kotler et al., 2009). Academic services are services provided by academic employees to students who have service

standards so that services are carried out properly. Universities themselves use excellent service so that universities achieve good standards, while the definition of excellent service itself is to design, organize, mobilize and control the service process with excellent standards to satisfy customers so that institutional goals are achieved. The quality of academic services is a comparison between the academic services felt by customers or stakeholders and the quality of academic services expected by customers or stakeholders. If the quality of academic services is perceived to be the same or exceeds the expected quality of service, the service is said to be of high quality (Nisrina et al., 2024). There are five dimensions of service quality, namely: Physical evidence, reliability, responsiveness, assurance, and empathy (Larasati et al., 2022).

Other opinions in the publication cited by the author are (Marthalina, 2018) The quality of academic services is very important in educational institutions. Academic services are said to be of high quality as service users. In order for academic services to be optimal and according to the expectations of service users, academic services must apply the principles of public services listed in Law number 25 of 2009 which meet the following aspects: public interest, legal certainty, equality of rights and treatment, balance of rights and obligations, openness and accountability, facilities and special treatment for vulnerable groups, and effective and efficient.

As a higher education institution in Indonesia that is a case study in this research, the University of Lampung is one of the higher education institutions that continue to strive to improve its quality and reputation, as reflected in various international rankings such as 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) World University Rankings, this university has not been included in the main ranking list, even though the University of Lampung is ranked 601+ in THE Asian University Rankings 2024. According to other ranking data in Webometrics, the University of Lampung is ranked 15th nationally. The University of Lampung also occupies the 15th position nationally in UI Green Metric.

The image is a poster for the UI GreenMetric Indonesia 2021 ranking. It features a green and blue color scheme with geometric patterns. At the top, it says 'PENGUMUMAN PERINGKAT UI GREENMETRIC INDONESIA 2021' and 'Universities, UI GreenMetric, and SDGs in the Time of Pandemic'. Below this, it lists '30 PERGURUAN TINGGI BERKELANJUTAN TERBAIK DI INDONESIA'. A table shows the top 20 universities. The University of Lampung is ranked 15th. The poster also includes the UI GreenMetric logo and a small photo of a person in a lab coat.

PERINGKAT	PERGURUAN TINGGI
20	Universitas Negeri Yogyakarta
19	Universitas Muhammadiyah Yogyakarta
18	Universitas Hasanuddin
17	Universitas Sumatera Utara
16	Universitas Brawijaya
15	Universitas Lampung
14	Universitas Multimedia Nusantara
13	Institut Teknologi Sumatera
12	Universitas Airlangga
11	Universitas Padjadjaran

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

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

The University of Lampung, although quite outstanding at the global level, lacks the quality of its academic services, especially such as field observation data by the author team in April 2025 at the Faculty of Teacher Training and Education (FKIP) found information on student complaints about the academic service process such as ineffective communication, complicated administrative procedures, and service delays

The Faculty of Teacher Training and Education (FKIP) University of Lampung is one of the work units that directly faces the complexity of the dynamics of academic services. Feedback from students shows that there are still substantial obstacles in the academic administration process, which indicates the need for a transformation of the approach in the service system implemented. One of the concepts discussed in the discipline of state administration to answer this problem 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. In contrast to the NPM approach that emphasizes market efficiency and logic, NPS emphasizes the importance of positioning citizens as active partners in the service process, as well as emphasizing 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 are fundamental principles that direct public service reform in a more humanistic and deliberative direction.

Other observations from the documentation data of academic service satisfaction questionnaires at FKIP University of Lampung period 2024 by the research team showed that the NPS paradigm developed by Denhardt & Denhardt, (2015) has not been implemented properly, because the ten dimensions of public service success such as *Tangible* (Physical Evidence), *Reliability* (reliability), *Responsiveness* (Responsiveness), *Competence* (Competence), *Courtesy* (Politeness), *Credibility* (Credibility), *Security* (Security), *Communication* (Communication), *Access* (Accessibility), *Understanding the Customer* (Understanding Students) is still not achieved. This is due to various things, such as academic services that are still not friendly or do not care about the needs of students, information about academic procedures is not clear or transparent, slow academic

processes, lack of responsiveness to student questions or complaints, lack of empathy or understanding of student needs, lack of communication between academic staff and students which causes misunderstandings and dissatisfaction, lack of availability of academic staff to assist students when needed.

Referring to the results of the assessment of administrative service users in the academic field at FKIP University of Lampung, the application of NPS principles is expected to be able to create a service system that is not only administratively effective, but also inclusive, fair, and empowering. Therefore, this study focuses on answering the two main questions of this research, namely: 1). How is the evaluation of the principles of New Public Service in academic administration practice at FKIP University of Lampung through the ten dimensions of NPS public service success? and 2). What are the factors that support and hinder the application of these principles? Thus, this study is expected to make an empirical contribution to strengthening the reform of the higher education sector in Indonesia.

## METHODOLOGY

Based on the problems that have been raised previously, this study uses a type of qualitative research with a descriptive approach to analyze social reality with a focus on meaning and real experiences in the field. This research focuses on several things such as: (1) analysis of academic services in the *perspective of New Public Service* using 10 indicators of service success based on NPS, and (2) supporting and inhibiting factors in New Public Service services in the academic field of the Faculty of Teacher Training and Education, University of Lampung.

The research location was carried out at the Faculty of Teacher Training and Education (FKIP) of the University of Lampung, precisely in the Department of Education (IP) which consists of four study programs, namely the Counseling Guidance Study Program, the Early Childhood Education Study Program (PAUD), the Elementary School Teacher Education Study Program (PGSD), and the Physical Education Study Program. The unit of analysis in this study includes student elements from the four study programs. The source of research data comes from primary data in the form of in-depth interviews and questionnaires distributed to students as respondents, as well as secondary data in the form of field observation results and document documentation. The interview was conducted using an online questionnaire media based on Google Form which

contained a combination of closed-ended and open-ended questions. This questionnaire consists of 21 question items, with 17 closed question items in the form of an assessment scale of 1–10 and 4 open-ended question items that provide an opportunity for respondents to submit complaints, complaints, and suggestions related to the academic services received. The average time it takes respondents to fill out the questionnaire ranges from 7 to 10 minutes.

The number of respondents in this study was 225 students who were taken proportionally from each study program in the Department of Education, FKIP, University of Lampung. The determination of the number of respondents refers to the provisions in qualitative social research that are flexible, as well as adjusting the needs of data in the field. Based on opinion Gay & Diehl (1992) In qualitative research, the number of samples in the study should be at least 10% of the total population. The number of active students in the Department of Education, FKIP, University of Lampung amounted to 2,250 people, so referring to this theory, a sample of 225 people (10%) has met the minimum recommended limit and is considered representative to obtain an overview of real conditions in the field. The documents used in this study include peer-reviewed scientific journal articles, data and information from field observations, service satisfaction reports from the Faculty of Teacher Training and Education, University of Lampung, and relevant news media. The data analysis in this study uses an interactive data analysis model according to Miles et al., (2014) which consists of three stages, namely data condensation, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

In an effort to evaluate public service reform in the higher education environment, especially in the context of academic administrative services with *NPS* becoming a relevant conceptual framework. This paradigm emphasizes that public services should be measured not only by bureaucratic efficiency, but also by the level of citizen participation, procedural fairness, and the humane relationship between service providers and beneficiaries.

This research is located at the Faculty of Teacher Training and Education (FKIP) University of Lampung, precisely in the Department of Education (IP) which consists of four study programs, namely the Counseling Guidance Study Program, the Early Childhood Education Study Program (PAUD), the Elementary School Teacher Education Study Program (PGSD), and the Physical Education Study Program to analyze a number of

complaints and suggestions from students, especially those that indicate a gap in the quality of academic services. These problems include distance constraints, disintegration of information between campuses, unfriendly attitude of administrative officers, and limited access to responsive digital services.

**a. Analysis of academic services in the perspective of *New Public Service***

- Serve Citizens, Not Customers

Academic services should treat students as academic citizens who have the right to be served with respect, not just bureaucratic customers. However, based on the survey, many respondents felt emotionally neglected by academic staff who behaved honestly, coldly, and even stubbornly. This is contrary to the essence of NPS which prioritizes humanist and relational services.

- Seek the Public Interest

The policy disintegration between Campus B and Campus A is a serious issue. Students said that the different procedures between campuses caused confusion and worsened the administrative burden. In fact, this principle emphasizes collaboration and equalization of visions for the common interests of the entire academic community.

- Value Citizenship over Entrepreneurship

Students as active actors should be involved in the process of improving services, but the survey results show a lack of formal participation space. There have not been structured forums such as group discussions or periodic surveys to evaluate services in a participatory manner.

- Think Strategically, Act DemocraticallyService strategies have not been accompanied by democratic communication. Students hope that there will be pamphlets, clear SOPs, and digital channels that help them understand the flow of services. When information is not socialized, decisions become centralized and tend to be authoritarian.

- Recognize that Accountability is Not Simple Accountability is not only a matter of procedure, but also includes moral responsibility. When staff are absent during working hours or slow service due to high workload, students consider the institution to be less transparent. Students suggest

notice at the front of the room if staff are not present, as a form of ethical responsibility.

- Serve Rather Than Steer

Students expect academic staff to be facilitators, not controllers. But in practice, many respondents are afraid to ask questions or take care of services because of the stiff and unfriendly interactions. Services ideally help students understand the process, not make them feel guilty or confused.

- Value People, Not Just Productivity

Many complaints point out that the approach used tends to emphasize the speed of task completion, rather than empathy or personal attention. Students want more human interactions, including clarity, patience, and openness from administrative officers.

#### **b. Analysis Based on 10 Dimensions of Public Service Success**

- Tangible (*Tangible*)

One of the most appropriate strategies in improving the quality of academic services in higher education is to increase the existing variables in the quality of service, namely tangibles (Amin, 2017). The provision of physical facilities is in accordance with general and comprehensive needs and can accommodate the needs of FKIP Unila students. The physical facilities available include: classrooms, desks for study, chairs, printers, computers, and so on. In addition, the existence of staff/education personnel in the academic field is also part of this aspect. However, in this aspect there are still obstacles such as related to human resources that are not optimal. For example, employees in the academic sector are still low in socializing how to use the available facilities. In addition, based on the results of the survey, it was found that students complained about the lack of information integration and the lack of visual documentation such as pamphlets, posters, or information boards. Digital infrastructure is also inadequate; There is no special website for remote administration management for students, especially students who are on Campus B Metro.



- Reliability (*reability*)

Inconsistency about service SOPs is a sign that the service is not reliable. SOPs are not uniform, so students experience uncertainty in important administrative procedures such as graduations or seminars. Therefore, to improve the services of FKIP leaders, the University of Lampung continues to provide training to staff (administrative staff/education personnel) so that excellent service procedures continue to be achieved.

- Responsiveness (*Responsiveness*)

The management of protests/suggestions/proposals given by users (students and lecturers) so far related to the quality of service has been quite good by using various kinds of *platform* social media and *Official Website* <https://fkip.unila.ac.id/> owned by FKIP University of Lampung as a complaint service. However, based on the results of the survey that has been conducted, the level of staff response to student questions is considered low. Many students feel ignored or receive late responses, especially when approaching administrative deadlines. This shows the low responsiveness of institutions to the dynamics of student needs. For this reason, further improvement is needed by developing the aspect of treatment to students and the aspect of understanding the interests of students (Fatimah et al., 2019).

- Competence (*Competence*)

That the administrative staff/education staff are competent as evidenced in the form of information to students and lecturers. The competency readiness of administrative staff/education personnel in the academic field cannot be separated from the existence of routine training. However, in terms of communication and behavior, it is still lacking. Students assessed that some staff had basic administrative skills, but not enough in the communication aspect. The suggestion to divide tasks so that one staff does not handle all administrative affairs points to the need for increased capacity and specialization. Competency improvement can be done by training and development by means of advanced study programs and gradual evaluation meetings (Aliyyah, 2021).

- *Courtesy*

This aspect is the main highlight. Students reported unpleasant experiences when confronted by officers who were honest, indifferent, or even sarcastic. Impoliteness in service is very contrary to the principle of politeness as a basic dimension of public services. The polite attitude of administrative staff/education personnel in the academic field is felt to be unfriendly by the officers, so it is not uncommon to make students uncomfortable.

- *Credibility*

Honesty in every attempt to attract trust students and the community are a must and must continue to be done in order to give complete confidence to the entire academic community. Based on data obtained that students and lecturers already believe in the credibility of the administrative staff/academic education staff. The reason is because the consistency of the information provided by the academic department can be trusted by students and lecturers.

- *Security*

The Faculty of Teacher Training and Education, University of Lampung strives to provide guarantees and be free from dangers and risks for the leakage of data or personal information provided to academics and faculty.

- *Access (access)*

If there are complaints about the services provided, it can be submitted through various media provided by the Faculty of Teacher Training and Education, University of Lampung. In this regard, the academic staff of the Faculty of Teacher Training and Education, University of Lampung has tried to remain open and listen to every complaint from students through the complaint service facilities available on the <https://fkip.unila.ac.id/> website.

- *Communication*

Communication related to the academic section of the Faculty of Teacher Training and Education, University of Lampung has been running quite well, but some time ago there were complaints from students about the administrative staff who were not good in terms of communication when providing services. Snarky and unfriendly administrative staff are often

found in the Department at FKIP Unila. Lack of two-way communication and unclear information lead to confusion in academic management. Students suggested more open communication, not just one direction from staff. However, to overcome this, FKIP Unila always provides directions to administrative staff every week to evaluate service performance that has not been carried out optimally. In addition, there are also parts that need to be improved, such as the lack of socialization in advance of the services that are enforced.

- Understanding *customer*

Based on the results of the survey, it was found that officers were considered not to understand the condition of students as a whole. For example, students of the PGSD FKIP study program at the University of Lampung who have geographical and time limitations feel that they are not given flexibility, even though this is important in a customer understanding-based service approach.

Conclusion of the results of the questionnaire for respondents regarding the academic services of FKIP University of Lampung with the concept of Denhardt and Denhardt (2015):

- Tangible

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, that staff are needed to check directly, after the student returns the hearing equipment and others, so that when there is a loss, the student is not blamed in this case. Based on the results of the questionnaire to the Physical Education Study Program on March 12, 2025, the presence of service staff is needed by students to take care of administration, so it is recommended that staff rest hours are not too long. In addition to this, student supervisors should inform students when they cannot meet for guidance, so that students do not wait. When the department staff is not present/on duty outside during working hours, please be given a notice sign outside the room, so that students do not have to wait.

- Reliability (*reability*)

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, students are often faced with uncertainty about how long it takes to complete files, hearings are delayed for weeks due to invitations and others. Based on the results of the questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, the lecturer then provided clarity on the guidance time.

- Responsiveness

Based on the results of the questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, it is better that the interaction provided can be more flexible, so as not to seem yelling or even indifferent. In addition, the service staff is not communicative, so students do not understand the information provided. Based on the results of the questionnaire to the Early Childhood Education Study Program on March 11, 2025, students are very happy when the department staff are friendly and smiling, so that joy can be contagious. In addition, it is more responsive and polite in serving students, if students already appreciate it, so should the staff.

- Competence

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, the department staff gave a detailed explanation when students asked questions, especially related to the seminar. The student thesis lecturer is very well directed and very supportive of the smooth thesis. Even though it is not PA, the students also very much salute the Head of Study Program who still takes the time to revise on the sidelines of his very dense and tiring activities.

- Courtesy

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, the service staff are not friendly and do not want to be wrong. The service staff is fierce, so students get scared when they have business and ask something. In addition, the service staff is too strict and uses sarcasm in responding to students, if you want to meet, you have to see the mood first. Based on the results of the

questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, service staff should improve attitude, especially friendliness.

- Credibility

Based on the results of the questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, lecturers should consider the time for our guidance and not postpone the predetermined schedule.

Based on the results of the questionnaire to the Physical Education Study Program on March 12, 2025, there are lecturers who always ask for guidance at home and at least bring gifts.

- Security

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, a direct check was held after the student returned the projector and court equipment by the staff (when they were about to take the KTM), because there were several instances of students being accused of stealing projector cables even though there was no evidence at all that the student stole, and this made it uncomfortable for the staff and students.

- Access

Based on the results of the questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, a special website is held in administrative management so as to minimize repetitive trips, if the file has been completed from the website, students can take it. In addition, creating a special team in registration/communication with students, the officer who takes care of administration does not concurrently become an admin via online so that it is easier to convey the purpose and purpose of student needs. Making graduation link pamphlets, seminar requirements in front of the room so that students understand the flow, so that officers also do not repeatedly explain the same thing. Because not all students tell other colleagues about the delivery of officers that are 1-way.

- Communication:

Based on the results of the questionnaire to the Counseling Guidance Study Program on March 11, 2025, the department staff gave a detailed explanation when students asked questions, especially related to seminars, but the lecturer liked to read messages and did not reply, so students became confused about the next direction.

- Understanding *customer*

Based on the results of the questionnaire to the Elementary School Teacher Education Study Program on March 12, 2025, the service staff has not understood students, when there are students who will seminar at 8 am, students still have to wait until 8 o'clock to get the keys to the seminar room.

**c. Supporting and Inhibiting Factors in New Public Service (NPS) Services in the Academic Field of FKIP University of Lampung**

- Supporting Factors

Based on the results of observations and responses from respondents, there are several factors that support the implementation of NPS principles within FKIP University of Lampung:

• Availability of Professional Human Resources (HR)

In general, academic administration staff already have basic competencies in the management of lecture administration. Some students admit that certain staff are willing to respond outside of working hours, showing high dedication even if it has not been balanced by balanced workload management.

• Ever-Evolving Administrative Infrastructure

FKIP Unila already has an academic information system (SIKAD), as well as online-based administrative services, although it is still limited. This is the first step towards a more digital service, in accordance with the principles of accessibility and responsiveness within the NPS framework.

• The Faculty Leadership's Commitment to Service Improvement

Structurally, faculty leaders show initiatives to improve service quality through periodic evaluations and training. This is an important foundation in building public service governance based on *strategic thinking* and *democratic action*.

- Inhibiting Factors

Despite the potential for support, the implementation of NPS still faces various challenges, as reflected in the qualitative data from student survey results:

- Low Quality of Service Communication

Many students complain about the attitude of the officers who are not friendly, cold, or even sarcastic. This reflects the weak dimension of *courtesy* and *communication*, which should be a fundamental element in humanism-based public service.

- Not Optimal Access to Digital Services Students

Especially from the PGSD Metro study program, experience geographical and administrative obstacles because there is no service platform that allows full remote administrative management. This shows low achievement in the dimensions of *access* and *responsiveness*.

- Uniform Policies Between Units/Campuses

The procedural inconsistency between campus A and campus B Metro creates confusion and additional administrative burden. This shows a failure to implement the principle of *seek the public interest and serve rather than steer*.

- Lack of Formal Feedback Channels

There are no regular forums or effective channels for students to submit complaints, suggestions, and inputs in a systematic manner. This hinders the principle of *value citizenship* and reduces opportunities for collaboration in the continuous improvement of services.

**d. Analysis of FKIP Administrative Service Documents of the University of Lampung**

The Faculty of Teacher Training and Education, University of Lampung continues to improve administrative services, so that students and lecturers who need services can be served properly and satisfactorily. In 2023, FKIP Unila informed about the latest FKIP service innovation, which is to be able to legalize online, which can make FKIP services more efficient and effective. The launch of the online legalization service was held openly and *Hybrid* located in the K Hall of

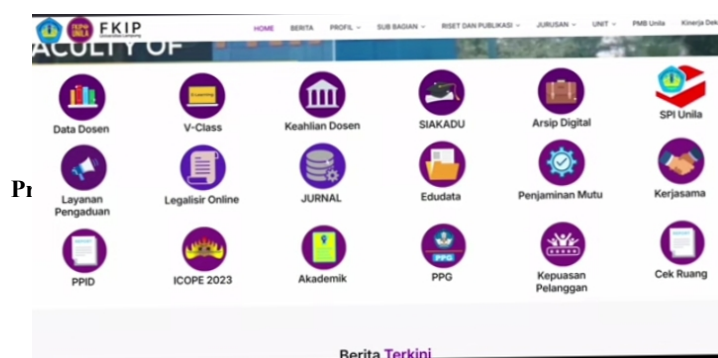
the local University of Lampung, via zoom and YouTube channel, which was attended by University of Lampung officials and witnessed by thousands of pairs of eyes online. The launch of this innovation is expected to be able to support the digital transformation of services.

Not only innovation in services, the program is intended to implement *Smart Campus*, because by holding legalization online, FKIP University of Lampung accelerates and simplifies services. This service aims to provide the best service for thousands of FKIP Unila alumni spread across various regions in Indonesia and activities abroad. Online legalization is very helpful for alumni whose location is far from the University of Lampung, especially those who live in locations where they have to travel for days just to come to campus to ask for a piece of paper to be legalized.

Through the online legalization service, FKIP Unila alumni no longer need to physically come to campus to legalize. They can easily carry out the document legalization process online and wait for the results at their respective homes or residences. FKIP Unila has collaborated with Pos Indonesia to send legalized documents to various regions. The *Cash on Delivery* (COD) method was chosen to provide options for alumni who want to legalize directly to campus. However, for those who are constrained by distance and time, this service can be used well. With the launch of this online legalization service, FKIP Unila hopes to provide convenience and comfort for alumni in taking care of document legalization. This innovation is a positive step in making FKIP Unila a smart university and implementing good university governance. With this innovation, hopefully it will be an inspiration for other faculties to transform even better, especially digitally and can be done anywhere.

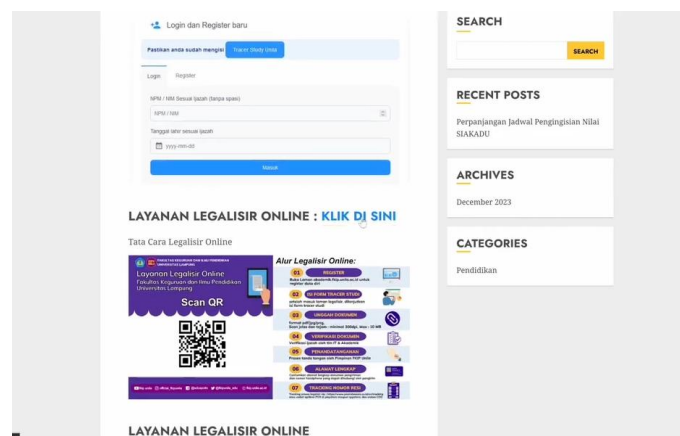
The steps that must be taken to get legalization services online:

1. Enter the official website of FKIP University of Lampung <https://fkip.unila.ac.id/>
2. If it has been entered on the official website of FKIP Universitas Lampung, then it will be There are many service menus, choose the online legalisir menu.






3. Login by looking at the guide found on the login page, if have logged in, then you only need to enter an existing account, However, if you have never logged in, you must register first.



4. Then the next step is to fill in the data completely and follow the instructions until it's finished.



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## Form Legalisir

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NPM

1913061030

Nama

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No Hp

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Nomor Jazakh

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Tempat Lahir

Tempat Lahir

Tempat Lahir

1984-04-10

Agama

Pilih Agama

Alamat

Alamat

Jenis Kelamin

Pilih Jenis Kelamin

Jurusan

Pilih Jurusan

With this innovation, it is hoped that it can help the alumni of the University of Lampung in taking care of administrative files for purposes such as continuing their studies or applying for jobs. Providing fast, sophisticated and can be done anywhere services is a matter of pride for FKIP University of Lampung.

In addition to the analysis of the above documents, there are several quotes about the contribution of the University of Lampung:

Media: Unila's official website (online, October 03, 2023) was reported by unila, also reported by Antara News Lampung

"The University of Lampung is ranked 1,500 out of 1,904 universities in 108 countries according to Times Higher Education's (THE) World University Rankings (WUR). Nationally, Unila is ranked 16th best university in Indonesia and in the top three best universities in Sumatra."

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

"Unila is in ninth position, this ranking is based on research performance, innovation, and social impact. The increase in ranking is the result of the performance of Unila lecturers who have published scientific papers in Scopus indexed journals."

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

"In the latest EduRank ranking in 2024, Unila managed to be ranked first as the best university outside West Sumatra. Unila managed to penetrate the ranks of 1,797 best universities out of 14,131 universities assessed."

"Unila's success cannot be separated from its strong commitment to improving the quality of research and education. EduRank assesses performance based on three main factors, namely research productivity, non-academic reputation, and alumni impact."

From the citations of several sources, it highlights that the achievement of Unila's national and international rankings is closely related to improving the quality of academic services, research, publications, administrative services, and the reputation of the academic community. These quotes can be used as evidence that the internal services of higher education (both administrative and academic) make a real contribution to the achievement of global and national rankings.

## **CONCLUSION AND RECOMMENDATIONS**

Academic administration services at FKIP University of Lampung show that the principles of New Public Service (NPS) have not been fully implemented optimally. Field findings reveal significant weaknesses in aspects of communication, service accessibility, and officer politeness. PGSD Metro students, in particular, face geographical and

administrative obstacles that have not been addressed through an adequate digital service system.

Based on the results of the analysis and conclusions in this study, the author gives some suggestions as follows:

- a. Improving the competence and service ethics of FKIP University of Lampung needs to continuously organize training that not only emphasizes on improving administrative technical competence, but also on aspects of interpersonal communication, public service ethics, and humanistic approach. This is important to overcome student complaints related to the lack of friendliness and clarity of communication in academic services.

- b. Development of an Integrated Digital Service System

Given the geographical challenges of PGSD Metro students, institutions are advised to build a special digital platform that allows administrative arrangements to be carried out online until the final stage before the physical retrieval of documents.

- c. Formation of a Special Service Team

To reduce the burden on staff and increase service effectiveness, it is recommended that there be a separation of duties between direct service officers and online communication teams/digital admins, so that student messages are conveyed clearly and well facilitated.

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