

# SERVICE MANAGEMENT AND HUMAN RESOURCES MANAGEMENT OF EDUCATIONAL INSTITUTIONS IN JAKARTA, INDONESIA

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**Abstract**—A high quality service is a must for any educational institutions. The reason is simply because by providing a high quality service, the educational institutions will not merely have economic benefits, but more importantly it could make the institutions becoming as the second home of the students and other stakeholders of the schools. However, studies examining the quality of the service management and the human resources of educational institution in Indonesia have been limited. For this reason, this study using secondary data, observations and experiences aims at examining these issues. The study found that the educational institutions in Jakarta still needed many improvements not only in terms of the service management, but also in terms of human resource management. The new paradigm of service management based on navigational map can be used as the guide in formulating educational programs. This is because there have been many changes in the educational needs as a consequence of the globalization. To improve service management, there are at least five dimensions that need to be improved. These dimensions are tangibles, reliable, responsiveness, assurance and empathy. Furthermore, it was found that the educational institutions in Jakarta are still needed to improve their human resource management. This can be done, for instance, by making a good planning, recruitment and selection and training and development as well as performance assessment. Finally, a conducive environment in the institutions should also be improved in a better shaped by motivating the employees and improve the job satisfaction of the staff and lecturers working in the institutions. A better compensation in the form of wage salary and awards should be in accordance with the performance of employees. Thus, much remain to be done by the educational institutions in Jakarta.

**Index terms**- service management, human resources management, motivation, work ethics, job satisfaction, educational institutions,

## I. INTRODUCTION

Educational institution was established in order to educate the people of any nations. The success factor of the educational institution in the current globalization era was not determined by the number of graduates, but it depends on the ability of the institutions to give satisfaction as well as benefits to the students and other stakeholders including the staffs, lecturers/teachers and members of other educational institutions. These stakeholders play important roles in supporting the institution to reach the goals. The staffs, lecturers/teachers and members of other educational institutions here are called as organizational members. These mean that if the members of the organization are satisfied and motivated with their works, then the services given by them to the students and the stakeholders will also be satisfaction. If not, both the members of the institution and the students will not be satisfied and motivated. Motivation, spirit and moral support are the part of work ethics. All of these factors need to be given attention by any educational institutions.

A high quality service given by the educational institution may be realised if and only if the members of the institution have a work ethic, motivation, job satisfaction and high morale in the work. The job satisfaction of the member of educational institutions can be realized if the working environment is well managed by an excellent human resources management. Job satisfaction can also be supported by the provision of adequate salaries given to the staffs

and lecturers in the educational institution. This statement was in line the views highlighted by Robbins and Judge (2009: 118-119):

"In fact, of the major job-satisfaction facets (work itself, pay, advancement opportunities, supervision, co-workers). You've probably noticed that the pay comes up Often when people discuss job satisfaction " .

Robbins and Judge (2009: 225) further added that:

"Although it's clear that so-called re-enforcers such as pay can motivate people, it's just as clear that for people the process is much more complicated than stimulus-response".

Thus, when the educational institutions paid an adequate salary, it is no doubt the lectures, staffs and other employees in the institution will be satisfied on one hand and they prepare to work more productive.

One of the services that need to be given attention by the educational institutions is when the institution opens the student recruitment process. Activities that are needed to be given high quality services at this stage are not only limited at the students' acceptance state, but it also include when the potential students have to fill out the registration form, registration payment, entrance testing as well as after they have been stated that they are accepted by the educational institution. To make the services given to the potential students satisfactorily, the educational institution should provide conducive facilities and incentives to the staffs to serve well. These conditions are important to make the staffs working professionally, integrity, highly motivated, and satisfactorily.

However, studies that examine the quality of services given by the educational institutions are relatively limited. For this reason, this paper aims at examining the management services, Human Resource Management and the influence of the behaviour of the educational institution toward high quality services. As there have been many educational institutions in Indonesia, this study will focus on the educational institutions in Jakarta, the Capital City of Indonesia. Methods used to collect the data and information were by using secondary data supporting by direct observation and experiences as lecturer at the university of Tadulako, Palu, Central Sulawesi, Indonesia. Before discussing the above issues, section 2 below will address definitions and concepts of human resources management including the high quality services, work ethics, and motivation advanced in the literatures as the background. Section 3 then discussed the results of the study. Finally, concluding notes are drawn in section 4.

## 2. LITERATURE REVIEW

A high quality service or locally called *pelayanan prima* can easily be defined as a superior service given to any people. Deming cited in Hasibuan (2001) defined quality as a predictable degree of uniformity and dependability at low cost and suit to the market. Whilst Philip Crosby cited in Hasibuan (2001) defined quality as conformance to requirements, not goodness. These definitions suggest that the quality refers to conformity towards the demands. These demands associated with consumers or customers, price and market price. In other words, the quality of goods and services is determined by the comfort perceived by the user as well as the price level expected by customers towards the goods or services.

Lindsay (1997: 111), however, defines quality is meeting or exceeding customer expectation. This means that the quality must meet customer expectations. Further, Malcom (2000:124) views quality if it is meeting customer requirements, fitness for purpose, and perhaps even delighting our customers. This means that the quality is meeting the demands of customers, suitable and even enlightening consumers. Whilst Gaspers (1998:245) simply defines quality if it is meeting the need of the customer. In other words, quality is everything that is able to meet the desires or needs of customers. Similarly, Fields (2013:76) defines quality if it is meeting or exceeding the expectation of your customers.

Unlike the above definitions, Certo (2010:98) defines quality in a broad sense. He defines quality as the degree on the which the product and service can be ranked on the basis of selected features or characteristics. In other

words, the quality is the degree to which a product or service can be determined and ranked based on appearance and characteristics. However, Griffin (2004:225) defined quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy state or implied needs. Baret (1985:123) defined a quality related to product in that he said that a quality product or service is one that is fit for its intended purposes and is produced at an acceptable cost.

Furthermore, Ross (2011: 89) defines quality by distinguishing characteristics of products and service. He distinguished characteristics of products and services by : (1) the behaviour of the delivery person, (2) the image of the organization, (3) the measure of output, but it does not relate with the variance and acceptance and it should be adjusted with the control system if the customer is present. Lindsay Patrick stressed the quality into the following dimensions, that is, time, timeliness, completeness, courtesy, consistency, accessibility and convenience, accuracy, responsiveness. Finally, Zeithaml cited by Hasibuan ( 2001) views quality based on five dimensions, namely, tangibles, reliability, responsiveness , assurance and empathy. Tangibles dimension in quality services include physical facilities, equipment, employees, and means of communication. Dimensions reliability includes the ability to provide the services promised to promptly and satisfactorily. Dimensions of responsiveness include interest in providing services to customers quickly and well. Dimensions assurance cover ability, courtesy, and trustworthiness owned by the employees without any doubt. Finally, empathy dimensions include ease in the relationship.

Therefore, definition of quality has been many in the literatures. These suggest that the definition of quality varies in the context of costumers' demand and expectation, product and services offer by the company or organization and appearance and characteristics of products.

In terms of the definition of Human Resource Management (HRM), there are also many definitions. Hadari Nawawi (2001: 42) defined HRM as the process of utilizing the human resources as workers in a human way so that the potential physical and psychological functioning optimally to the achievement of its objectives organisation. Whilst Anwar King Mangkunegara (2005: 2) defines HRM as a planning, organizing, coordinating, implementing and monitoring of procurement, development, provision of remuneration, integration, maintenance, and the division of labour in order to achieve organizational goals.

Moreover, Hariandja (2002: 23) defines HRM as an activity to enhance the contribution of human resources in achieving organizational goals. Achievement of these goals is done through a variety of activities that is preparation and procurement activities which include job analysis, human resource planning, recruitment and selection, assessment, development, compensation, job satisfaction and motivation, and increase the synergistic relationship between management and workers.

Finally, Henry Simamora (2010) defines HRM as utilization, development, assessment, provision of services and management replies to individual members of the organization or working group. HRM also involves the design and implementation planning, personnel, employee development, career management, job evaluation, compensation of employees and a good labour relations.

The work ethic, according to Sinamo (2009: 27) however, was defined into eight forms : 1. work is a grace (I worked sincerely and grateful) .2. Work is a mandate (I really worked with full responsibility) .3. Work is a duty call (I work with full integrity) .4. Work is actualization (I work excitedly hard) .5. Work is worship (I work seriously with full of love) .6. Work is art (I work creatively and smartly. 7. Work is an honour (I worked diligently with full advantage) .8. Work is as my serve (I worked with full hearted ). Further Sinamo (2009: 245) views that if you concentrate you serve your customers, then you do not need to chase money, because money will always come to you, now and forever.

The definition of motivation has also been many. Stoner and Freeman (1989: 425), for instance, define motivation as factors that cause, distribute, and maintain people's behaviour. Whilst Moorhead and Griffin (1992: 127-128) define motivation as a series of impulse that causes people to behave in a certain way. The point here is that the individual will be easily motivated to some different things. Wehrich and Koontz (1993: 462-465), however,

define motivation as a general term that applies similar impulses, that is, if leaders motivate employees, they expect that employees will be able to work anything that is expected by the institutions.

Similar to the above definition, Robbins (1993: 205-206) defines the motivation as the desire to expend great effort for the achievement of organizational goals which is conditioned by the business's ability to satisfy individual needs. In other words, motivation is a process that motivates needs. Dessler (2001: 320 -321) defines motivation as the intensity of one's desire to do some activities. In this case the most important task of a leader is to motivate employees, while Mullins (2005: 471-472) defined motivation as the persistence to do actions or the freedom to make an action. Mullins (2005) suggests four characteristics of the underlying definition of motivation, namely (1) the motivation is symbolized as an individual phenomenon, (2) motivation is described usually as an intention, (3) motivation covers various aspects, (4) to predict behaviour.

Also, Daft (2005: 294) defines motivation to refer to the internal and or external encouragement to someone who raises enthusiasm and persistence to pursue a series of specific actions. The motivation here is expected to affect the employees to increase productivity of services and is the leader's job to channel motivation toward its goals and vision of the organization. Whilst Gomez-Mejia and Balkin (2002: 300-301) define motivation as what is done by the effective leaders to give energy, driving and sustaining business employees.

There have been many other definitions of motivation advanced in the literature. Robbins and Judge (2007: 209) defined motivation as a process that is associated with the intensity, direction, and persistence of individual efforts towards achieving objectives. In this case the intensity related to how hard a person tries. Effort directed towards and consistent with the goals of the organization is the type of business you are looking for. In the end, the motivation has a persistence dimension that measures how long a person can maintain their business. Also, Gibson (2006: 132) defines the motivation as the inner factors that push individuals to initiate and direct his/her behaviour. This means that there is a difference in motivation and behaviour intensity. It also shows the direction of individual behaviour.

Similar definition to the above has been put forward by Colquitt (2009: 178-179). He defined motivation as a series of vigorous encouragement that comes from within and outside the employee, who started the business in connection with the work, and determine the direction, intensity and persistence. This definition is supported by Nelson and Quick (2006: 150) in that they defined motivation as the process of moving and maintaining of individuals towards goals, while Newstrom (2007: 101) defines motivation as a series of internal and external factors that led to employees to select a set of actions and perform certain behaviours. Ideally, this behaviour is directed at achieving organizational goals. Finally, Luthans (2008: 158) defines motivation as a process that starts from psychological deficiency into active behaviour intended to achieve the goals or incentives. The key to understanding the motivation process lies at the meaning of the relationship between needs, drives, and incentives.

In terms of the job satisfaction, there are also many definitions. In this paper, there are only five definitions are cited here. The first is the definition given by Colquitt, Le Pine and Wasson (2010). They defined job satisfaction as the state of emotional pleasure resulting from the appraisal of one's job or job experiences. This means that job satisfaction is defined as an unpleasant emotional state assessment results from a job or work experience. Whilst Gibson, et.al. (1987) defined job satisfaction as an attitude that individuals have about their jobs. This means that job satisfaction is the individual's attitude towards his job. Gibson, et al (1987) also suggest that based on the Path-Goal Model theory, job satisfaction apart from the performance, it also includes an outcomes that are influenced by perception and work motivation of the employees.

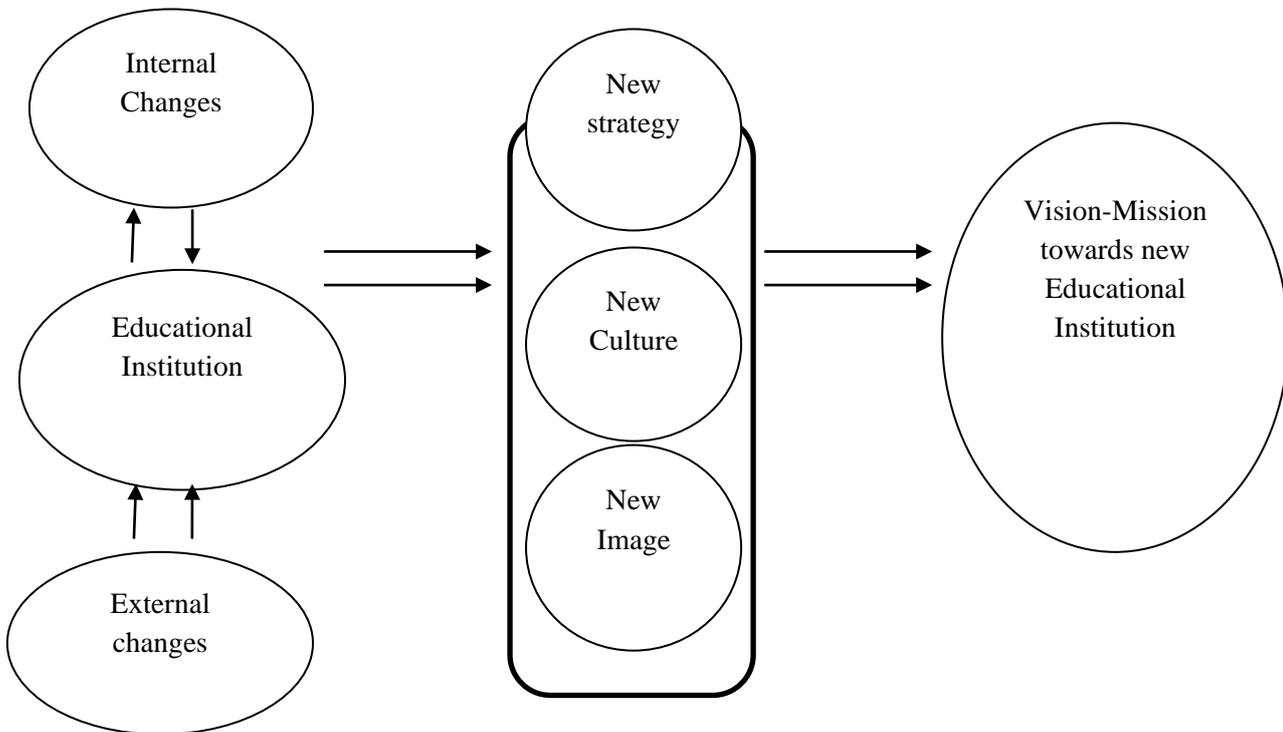
Moreover, Robbins (2007) defines job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. This means that job satisfaction is a positive feeling about the work of someone as the result of an evaluation of his/her characteristics. Whilst Mullins (2005) defines job satisfaction as a complex and multifaceted concept, which can mean different things to different people. This suggests that job satisfaction is a complex concept of the various aspects that can have different meanings for different people. Finally, Ivancevich, Konopaske and Matteson cited in Gibson (1987) define job satisfaction as an attitude that workers have about their

jobs, it results from their perception of the jobs. This indicates that job satisfaction is employee attitudes towards work which is the result of the perception of the work (Gibson, 1987: 99).

### III. RESULTS AND DISCUSSION

The study found that any educational institutions have done service management in their institutions to minimise competition among educational institutions. However, the service management that was offered to the stakeholders is mostly the same between one institution and others. Due to the tight competition as a consequence of the globalization era, many educational institutions especially in Jakarta shift their service management paradigm from the old paradigm to the so called the 'navigation map' as a guide of their working program. This "new" paradigm is intended to raise the confidence of internal parties, while a new image is intended to restore the confidence toward the external party. The mentioned new paradigm above can be illustrated as in Diagram 1 as follows :

Diagram 1. The Navigational Map



From the above Diagram 1, it can be seen there have been many changes of the educational institution. These changes are as follows. The first is to change the organization's vision and mission of the institution. The new vision is to "to become the educational institution at the national level that is able to provide the best educational services at competitive prices to any market segment. The second is to have benchmark to other similar educational institutions.

The above changes are done among others by improving the service management. These changes of service management are undertaken by following Zeithaml service management methods. These are by improving five dimensions, namely, tangibles, reliability, responsiveness, assurance and empathy. Changes in tangibles dimension in

quality services include physical facilities, equipment, employees, and means of communication. Changes in reliability dimension include the ability to provide the services promised to the stakeholders promptly and satisfactorily, whilst changes in responsiveness dimension include the desire to give service to customers promptly and properly. In terms of changes in assurance dimensions, the educational institution in Jakarta improved their ability, courtesy, and trustworthiness to the employees. Finally, in terms of empathy dimensions, changes are made in respect to individual attention to customers.

Towards human resources management, apart from updating the vision and mission of the institutions, there are changes that were made particularly in respect to the leadership. This leadership changes is considered necessary in facing the current conditions in that the leaders should be more alert, nimble and more willing to take decisions to improve organizational performance. However, the leadership changes that were made by the institution are considered not so simple. This is because if it is not wisely done, it will negatively affect the performance of the organization. For this reason, changes toward leadership in service management should be carefully done.

Thus, details changes in the leadership in particular and human resources management in general in the educational institution need further developed in accordance to the educational institution in question. The management of human resource should be based on a concept that every human being is not a machine and they are not merely an organizational resource that can be used only to reach a common goal of the organization. There are at least three aspects in making human resource management well-implemented. These include the importance of a good planning, recruitment and selection process, and training, development and performance assessment. As stated by Armstrong (1997: 507) and Harris and De Simone (1992: 2) that : "Human resource development can be defined as a set of systematic and planned activities designed by an organization to provide its members with necessary skills to meet current and future job demands.

In respect to work motivation towards employees, as mentioned previously that work motivation has influence towards the achievement of institutional goals. If the employees are motivated to do the job, the institution will easily reach the goal. As stated by Stoner and Freeman (1989: 425), that the motivation are factors that cause, distribute and maintain people's behaviour. Of many external factors that can drive motivation, the leader plays important role. The leader should try hard to design work to motivate employees to perform their jobs well, enjoy their work and receive the results he/she deserves. The leader need to focus on what makes a job can be motivated intrinsically. By the time employees are intrinsically motivated, then a good performance will make them feel good. These feelings motivate the employees to continue their job well. This hopefully will result a good performance at a higher level. This good performance will further be self-reinforcing. The important of work motivation has been known by the leader of the educational institutions in Jakarta. However, the study found that this work motivation has been given limited attention by the educational institution in Jakarta.

Finally, in respect to job satisfaction, the study found that there still limited attention towards job satisfaction. This is particularly related not only to the work itself, but also to salary payment, promotion, supervision and co-workers. The work itself is generally a facet that is most closely associated with high levels of job satisfaction overall, with interesting jobs that provide training, variety, freedom and control, satisfying the majority of employees. In other words, most individuals prefer work that is challenging and uplifting of the working predictable and routine. This is in line with the theory of job satisfaction expressed by Robbins (2007).

Job satisfaction also has relationship with motivation, but the nature of the relationship is not clear. This is because job satisfaction tend towards attitude that comes from the inside of an employee. Job satisfaction may be associated with one's feelings for a success of both quantitative and qualitative. Job satisfaction is one of the few working attitude of someone in organizational behaviour. In addition to job satisfaction, there are other work attitudes such as job involvement, and organizational commitment. Work attitude contain positive or negative evaluations owned by employees about aspects of their work environment. Job satisfaction is also influenced by factors of motivation, meaning employees who are highly motivated in carrying out its activities are expected to provide job satisfaction for him/her as an individual. Likewise, low motivation can minimise an individual to satisfy with his/her jobs. The main benefit of motivation is to create passion towards his/her works, so that the job satisfaction increases.

Therefore, further efforts should be directed and more consistent with the purpose of the organization's objectives. The contribution of leadership and the role of HRM are critical in directing and motivating the employees of the educational institution in Jakarta. If not, the contribution of the stakeholders of the educational institutions in Jakarta will very much minimum. This will further lead not only to low quality of the graduates, but it also affects the competitiveness of the educational institutions in facing the dynamic changes of education systems.

#### IV. CONCLUDING NOTES

The educational institutions in Jakarta still needed many improvements not only in terms of the service management, but also in terms of human resource management. The reason is simply because both the service and human resource management play critical roles in achieving the institutional goal as well as improving the quality of the students in particular and nation in general.

The new paradigm of service management based on navigational map can be used as the guide in formulating educational programs. This is because there have been many changes in the educational needs as a consequence of the globalization. To improve service management, there are at least five dimensions that need to be improved. These dimensions are tangibles, reliable, responsiveness, assurance and empathy.

Furthermore, it was found that the educational institutions in Jakarta are still needed to improve their human resource management. This can be done, for instance, by making a good planning, recruitment and selection and training and development as well as performance assessment. Finally, a conducive environment in the institutions should also be improved in a better shaped by motivating the employees and improve the job satisfaction of the staff and lecturers working in the institutions. A better compensation in the form of wage salary and awards should be in accordance with the performance of employees. Thus, much remain to be done by the educational institutions in Jakarta.

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