

Research Article

Evaluation of Public Service Quality: Between Regulation and Reality

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Abstract

In the context of sustainable development (Sustainable Development Goals/SDGs), improving the quality of public services is an important aspect to support Goal 16, "Peace, Justice, and Strong Institutions." This study aims to comprehensively evaluate the quality of public services at the Bojonegoro District Education Office, highlighting the gap between the expectations outlined in regulations and the reality of service practices at the service provider unit. The research was conducted at the Bojonegoro District Education Office using a qualitative case study approach to evaluate the quality of public services in government agencies. Data collection was carried out using observation, document analysis, and interviews with non-probability sampling—purposive sampling. The data analysis technique used was flow chart analysis according to Miles-Huberman, which includes data reduction, data display, and drawing conclusions/verification. In conducting the evaluation of public service quality, the framework of William N. Dunn was used, which includes criteria for assessing effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy. The results of the data analysis indicate an improvement in the quality of public services at the Bojonegoro District Education Office, as reflected in the results of the community satisfaction survey and the assessment of compliance with public service delivery. However, based on the analysis of the evaluation results, it is necessary to formulate constructive policy recommendations for improving the quality of public services in the future to support the achievement of organizational goals.

Keywords

evaluation; quality; public service; regulation

Introduction

In the context of sustainable development (Sustainable Development Goals/SDGs), improving the quality of public services is an important aspect to support Goal 16, namely "Peace, Justice, and Strong

Institutions." Quality public services are the foundation of effective and accountable institutions, and with good public services, the community tends to have more trust in the government and the state institutional system. Real challenges arise when attempting to integrate community participation into the public service system. A deep understanding is needed of how to increase community participation, ensure representativeness, and measure its impact on the achievement of the SDGs. In improving the quality of public services, community involvement is an integral part of efforts to achieve the SDGs, thereby contributing to the development of more inclusive and sustainable policies.

According to the Government of the Republic of Indonesia (2009), Article 1 paragraph (1), "Public services are activities or a series of activities in the context of fulfilling service needs in accordance with laws and regulations for every citizen and resident for goods, services, and/or administrative services provided by public service providers." The implementation of service standard components in government agencies that are not yet fully based on Law No. 25 of 2009 on Public Services indicates a gap between the regulations established and the reality on the ground. This law clearly outlines the principles of public services, the rights and obligations of the public, and the obligations of service providers to meet the established standards. However, in practice, there are still government agencies that have not fully implemented the service standard components as stipulated in the law. The inconsistency between the implementation of service standards and Law No. 25 of 2009 can lead to various negative impacts, such as: 1) Declining public trust in government agencies; 2) The occurrence of maladministration practices, such as procedural deviations, illegal fees, and discrimination; 3) Slow service processes and failure to achieve efficiency; 4) Public dissatisfaction with the quality of public services.

The quality of public services is fundamental to achieving *good governance* and accountability. Various regulations and service standards have been established as guidelines and benchmarks for state administrators in providing quality services to the public. However, the implementation of these regulations often faces challenges and dynamics in the field that can affect the quality of services experienced by service recipients. The quality of public services is a key factor in defining the relationship between the public and the government. In this context, it is important to comprehensively evaluate the regulations and actual practices in the field. Although many regulations are designed to improve the quality of public services, the reality of their implementation often reveals gaps that need to be identified and analyzed. Research by Alpionita et al. (2023) shows that partnerships between the government and the private sector in administrative services have been successful, resulting in fast, easy services that support public satisfaction. However, a study conducted by Anggariyani and Pangerapan (2021) also reflects that ideal achievements are not always reflected in all public services, especially in areas facing constraints such as a lack of employee education that affects the effectiveness of services.

In promoting transparency and accountability, *e-government* is expected to address issues of maladministration in the delivery of public services. According to Holle (2011), strengthening electronic government systems can minimize common maladministration practices in direct interactions between service providers and the public. However, according to Hutagalung and Mayasari (2023), barriers to technology implementation and a lack of public understanding of *e-government* can reduce its effectiveness, as identified in research on the formation of the Governor's Team for the Acceleration of Development in Jakarta. Therefore, a comprehensive evaluation of public service quality is necessary, including an analysis of existing regulations and the reality of implementation in the field, to ensure that every policy implemented meets public expectations.

The Government of the Republic of Indonesia conducts evaluations of public service quality through various mechanisms as part of its efforts to reform bureaucracy and improve government performance accountability. Among these is the Public Service Standards Compliance Assessment, conducted annually by the Ombudsman of the Republic of Indonesia. This survey measures the level of compliance of service-providing agencies with their obligations to meet service standards as stipulated in Law No.

25 of 2009, such as clarity of information on costs, time, and procedures, with the results published and agencies classified into compliance zones (green, yellow, red). Additionally, the Ministry of State Apparatus Empowerment and Bureaucratic Reform (KemenPANRB) regularly conducts public service performance evaluations, including the Public Satisfaction Survey (SKM) to measure users' perceptions and experiences, and produces the Public Service Index (IPP), which provides a comprehensive assessment of service units in both central and local government agencies. This serves as an important tool for the government to implement continuous improvements and analyze the effectiveness of public service policies. The quality of public services provided by the Government of the Republic of Indonesia in 2023 and 2024 shows varying trends. According to data from the Ministry of PANRB (Infopublik.id, 2024), the National Public Service Index (IPP) for 2023 stands at 3.78, categorized as "Good," and the National Public Satisfaction Index (IKM) is recorded at 3.53. However, achievements at the regional level vary, with some areas showing very good IKM values. The Indonesian Ombudsman's assessment in 2024 indicates an increase in compliance with service standards by various agencies, as reflected in the increasing number of green zone recipients, according to the Ombudsman (2024). However, classic challenges such as bureaucratic red tape, resource constraints, and issues of transparency and accountability remain to be addressed. The government continues to strive to improve quality through bureaucratic reform, service digitalization with the Electronic-Based Government System (SPBE), regular evaluations, and a focus on excellent service and vulnerable groups. Although progress is evident in some indicators and improvement efforts, achieving truly high-quality and equitable public services across Indonesia still requires sustained hard work and commitment.

Meanwhile, the quality of public services in Bojonegoro Regency in 2023 and 2024 shows an improvement. According to the Human Development Index (HDI) Report for Bojonegoro Regency in 2024, published by bojonegorokab.bps.go.id (2024), the relatively high HDI value of 72.75% indicates progress in various aspects of development. As stated on bojonegorokab.go.id (2024b), the Electronic-Based Government System (SPBE) in Bojonegoro achieved an index of 3.65 with the rating "very good" (based on the 2023 evaluation announced in 2024), indicating a commitment to improving public services through technology. In November 2024, the Indonesian Ombudsman (bojonegorokab.go.id, 2024a) stated that the Bojonegoro Regency Government received the fifth best national award in the assessment of compliance with public service delivery, with a final score of 98.70 in the category A with the opinion of "Highest Quality."

According to Nurdin (2019), one of the most important core tasks of the government is to provide public services to the community. Therefore, government organizations are often referred to as "*Public Service*" entities. The Education Department is a government organization or local government agency responsible for managing government affairs in the field of education at the regional level, including provinces and districts/cities. As a public service provider, the Education Department offers various types of services in accordance with its duties and functions.

This study aims to comprehensively evaluate the quality of public services at the Bojonegoro District Education Office, highlighting the gap between the expectations outlined in regulations and the reality of service practices at the service provider unit. This study is expected to contribute to the development of knowledge in the field of education management and provide practical recommendations for improving the quality of public services at government organizations as public service providers. A thorough understanding of the relationship between regulations and reality in the field is crucial in efforts to create public services that are effective, efficient, responsive, and equitable for all levels of society.

Method

This study was conducted at the Bojonegoro District Education Office using a qualitative case study approach to evaluate the quality of public services in government agencies. The qualitative method was



chosen to enable researchers to understand the phenomena occurring and the realities on the ground. Data collection techniques included observation to assess direct interactions between service staff and the public, as well as to obtain accurate data on the service procedures implemented. Documentation studies were also part of the research method. The documents studied included relevant policies, performance reports, and the results of previous public satisfaction surveys. Through document analysis, the researcher could compare existing regulations with actual conditions in the field, as exemplified by Afdal (2022), who explained the importance of literature review to understand the complexity of public services. This was done to gather direct views and experiences regarding the performance of public services provided. Respondents for the interviews were selected from service users using non-probability sampling—purposive sampling—to obtain information from service officers and the community as service users regarding the quality of public services received. The criteria for selecting service officer respondents as informants were civil servants who provided services in the integrated service lobby on the first floor of the Bojonegoro District Education Office. The data analysis technique used was flow chart analysis according to Miles-Huberman (Samsu, 2017), which involves data reduction, data display, and drawing conclusions/verification.

Results

The implementation of public services in government agencies is in accordance with Law Number 25 of 2009 concerning Public Services and Government Regulation Number 96 of 2012 concerning the Implementation of Law Number 25 of 2009 concerning Public Services, where according to (Government of the Republic of Indonesia, 2012) Article 40 states that “Service providers are obligated to involve the public in the implementation of public services as an effort to build a fair, transparent, and accountable public service delivery system.” To assess the quality of services provided by the Bojonegoro District Education Office as one of the public service providers in Bojonegoro District, a survey on public service users’ evaluations of the services provided must be conducted. The survey in question is the Public Satisfaction Survey (SKM), which is based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 14 of 2017 on Guidelines for the Preparation of Public Satisfaction Surveys for Public Service Providers.

Based on interviews with service staff, data was obtained indicating that in providing public services, the department adheres to the Decision of the Head of the Bojonegoro District Education Office No. 061.9/012/412.201/2024 regarding the Establishment of Public Service Standards at the Bojonegoro District Education Office, which includes 22 products/types of services. Each product/type of service consists of service standard components as stipulated in Law No. 25 of 2009. Service standards encompass the professionalism and courtesy of staff in providing services, as well as clear and effective complaint procedures and mechanisms to address and follow up on any complaints or feedback from service recipients for continuous improvement. The Bojonegoro District Education Office has demonstrated a strong commitment to improving the quality of public services by issuing service standards focused on creating a conducive and high-quality service environment.

The field observations conducted by the researcher found that the Bojonegoro District Education Office implements integrated services located on the first-floor lobby, where services are provided at specific counters according to the type of service and equipped with a waiting area that can accommodate approximately 48 visitors and air conditioning. The integrated services consist of 4 counters, namely: 1) Counter 1, which provides services related to correspondence and scholarships; 2) Counter 2, which provides services for permits to establish early childhood education institutions, operational permits, legalization of equivalence, verification and validation of student transfers, Educational Operational Assistance (BOP) services, reports on Assistance for the Implementation of Diniyah Education and Private Teachers (BPPDGS), and grant reports; 3) Counter 3 provides human resources services for educators and educational staff, including promotions, periodic salary increases, leave, retirement, etc.;



4) Counter 4 provides services related to the Student Database (Dapodik), the Basic Education Operational Assistance (BOS) program, the Education Assistance Program (PIP), legalization, replacement certificates, and permits for the establishment and operation of private elementary and junior high schools. Therefore, it is important for government agencies to conduct regular evaluations of the implementation of service standards and take necessary improvement measures. This includes enhancing staff capacity, providing adequate facilities and infrastructure, and improving transparency and accountability. Public services are carried out with full responsibility in accordance with applicable regulations and procedures. The accountability generated can instill public trust in the public services provided by government agencies. Essentially, public trust is a crucial element in achieving *good governance*.

Based on the results of a documentation study at dinaspendidikan.bojonegorokab.go.id (2024), data shows that the public satisfaction survey in 2020 obtained a public satisfaction index score of 3.16 with a conversion index of 78.94 and a service quality category of B, which means that the performance of the service unit is good. In 2021, the public satisfaction index score was 3.24 with a conversion index of 80.96 and a service quality category of B, indicating good performance of the service unit. In 2022, the public satisfaction index score was 3.49, with a conversion index of 87.26 and a service quality category of B, indicating good performance of the service unit. In 2023, the public satisfaction index score was 3.59, with a conversion index of 89.87 and a service quality category of A, indicating very good performance of the service unit. Meanwhile, the public satisfaction survey conducted in 2024 yielded a public satisfaction index score of 3.61 with a conversion index of 90.21 and a service quality category of A, indicating very good performance of the service unit.

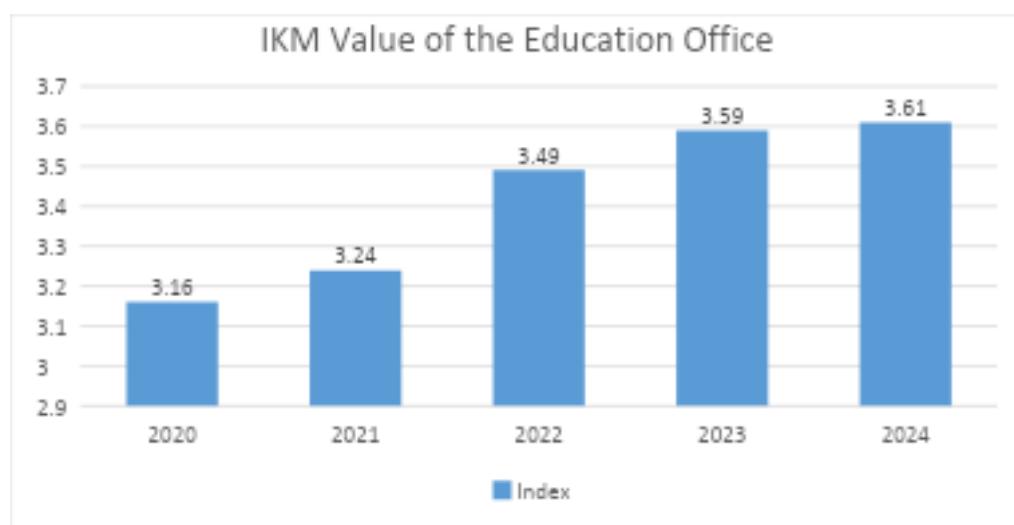


Figure 1. Graph of the IKM value of the education department
(Source: Data processed from dinaspendidikan.bojonegorokab.go.id, 2024)

The graph above shows the trend of increasing Public Satisfaction Index (PSI) values at the Bojonegoro District Education Office from 2020 to 2024. In 2020, the IKM value was recorded at 3.16, then increased to 3.24 in 2021. This positive trend continued with the IKM value reaching 3.49 in 2022, 3.59 in 2023, and finally 3.61 in 2024. The consistent increase in the IKM value during this period indicates an improvement in the quality of public services provided by the Bojonegoro District Education Office from the community's perspective. When linked to Law Number 25 of 2009 concerning Public Services, this increase in the IKM value can be an initial indicator of the success of the evaluation and implementation of public service policies. This law mandates that public service providers must prioritize public satisfaction as one of their main objectives. The increase in the IKM score suggests that the improvement efforts undertaken by the Education Office, such as enhancing human resource quality, simplifying procedures, improving facilities and infrastructure, and responding to public complaints, are beginning to yield positive results. However, it is important to remember that the IKM value is only one

indicator in evaluating public service policies. A more comprehensive evaluation also requires analysis of other aspects regulated in Law No. 25 of 2009, such as service standards, service information, complaint management systems, and public participation in policy formulation. Therefore, the Bojonegoro District Education Office can continue to utilize this IKM data as one of the bases for identifying areas that still require improvement and innovation in order to enhance the quality of public services sustainably in accordance with the provisions of the law. In terms of data, the measurement of the Public Satisfaction Index (IKM) can be used as a tool to evaluate how well the policy is received by the public. Research by Alfiyani et al. (2024) highlights the relevance of IKM in assessing the quality of public services, particularly in the health and education sectors, which are vital sectors for the community.

Discussion

Policy evaluation is an important stage in the public policy cycle, especially in ensuring the quality of services to the community. The analysis of public service quality policy evaluation at the Bojonegoro Regency Education Office using William Dunn's framework, which includes criteria for assessing effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy, will provide a comprehensive picture. This evaluation will also be aligned with the provisions of Law Number 25 of 2009 on Public Services, which emphasizes the principles of excellent service, participation, transparency, and accountability. William Dunn (cited in Nurdiansyah et al., 2021) emphasizes the importance of the feedback process in policy evaluation, as this process is crucial for determining whether the implemented policy remains relevant and whether adjustments are necessary.

Effectiveness

Research conducted by Kamaluddin et al. (2024) in other regions shows that active community participation can enhance the effectiveness of public policy implementation. However, according to Antika and Prabawati (2022), while effectiveness can be achieved, there are obstacles that hinder the attainment of optimal performance. The effectiveness of public service policies at the Bojonegoro District Education Office can be measured through performance indicators in program activities to achieve the targets set for each indicator. Based on data from the 2024 Annual Performance Report of the Bojonegoro District Education Office, the implementation of program activities was generally 97.46% with a very high achievement category, and budget absorption was 77.16%. This indicates that the success is evidenced by the performance achievement scores for each indicator against the strategic targets that have been set. The increase in the Public Satisfaction Index (PSI) at the Bojonegoro District Education Office from 2020 to 2024 (as shown in Figure 1) demonstrates the effectiveness of the public service policies implemented at the Bojonegoro District Education Office. Additionally, based on the results of a documentary study, in 2024, according to (bojonegorokab.go.id, 2024a), the assessment of compliance with public service delivery at the Bojonegoro District Education Office conducted by the Indonesian Ombudsman Agency received a score of 98.52, categorized as the highest quality opinion. This means that the Bojonegoro District Education Office has shown improvement in terms of compliance with standards, technology-based service innovations to facilitate information access, and effective and transparent complaint handling mechanisms.

To enhance the effectiveness of public service policy evaluations in the education sector at the Bojonegoro District Education Office, it is important to develop a more inclusive and responsive system tailored to on-the-ground conditions. This includes increasing the use of information technology to collect data and feedback from the public, as well as training government staff in delivering public services to citizens as service users. By prioritizing comprehensive and participatory evaluation, the Bojonegoro District Education Office can improve the quality of public services and the level of public satisfaction with the services received.

Efficiency

Efficiency in evaluating education policy can be seen from how well the Bojonegoro District Education Office utilizes its budget and available resources to provide services. However, there are challenges in achieving efficiency, namely, limited human resources and inadequate infrastructure. Many officials in the Education Office may still be poorly trained in implementing policies and utilizing technology effectively. A study conducted by Praja et al. (2020) shows that without investment in capacity building and training for employees, policy efficiency will be difficult to achieve. Meanwhile, the criteria for efficiency based on Indraswari et al. (2024) show a relationship between input (resources expended) and output (results obtained), where a policy or program is considered efficient if it can achieve optimal results with minimal resources. Therefore, policy recommendations based on evaluation results must include aspects of capacity building and optimization of resource use.

Policy efficiency encompasses the use of resources in delivering services. Efficiency analysis can be seen from the comparison between the allocated budget and the service output produced. In evaluating the quality of public services at the Bojonegoro District Education Office, efficiency analysis is very important, as stated by William Dunn in (Indraswari et al., 2024) efficiency is measured by the extent to which the program is able to meet the needs of the community at a reasonable cost and with the right resources. Efficiency, which emphasizes the comparison between resource inputs (budget, labor, time) and service outputs (number of services, user satisfaction), needs to be measured carefully. Public service policies mandated by Law No. 25 of 2009 on Public Services implicitly require efficiency in their implementation. Law No. 25 of 2009 underscores the principle of efficiency as one of the foundations of good public service delivery (Article 4 letter e). Therefore, the evaluation of service efficiency at the Bojonegoro District Education Office not only measures the rationality of resource use but also tests compliance with the mandate of the law. Data on the budget allocation of the Education Office for each service program, the number of human resources involved, the average time taken to complete each type of service, and service output data (e.g., the number of education permits issued, the number of teacher training programs conducted) need to be analyzed. Comparing inputs and outputs will provide a clear picture of the level of efficiency. For example, an increase in the number of services provided with a smaller proportion of budget and resource increases will indicate an increase in efficiency. Conversely, stagnation or a decrease in service output with a significant increase in input indicates inefficiency, the causes of which need to be identified and solutions sought within the context of better public service policies in accordance with Law No. 25 of 2009. Policy evaluation at the Bojonegoro District Education Office must consider not only financial aspects but also expected outcomes in the form of optimal public service quality. By adopting a holistic and efficient evaluation approach, the Education Office is expected to achieve organizational goals based on established vision and mission and meet community expectations by optimizing resource utilization.

Equity

Equitable distribution of public services to various community groups without discrimination. Evaluation of equity can also be seen from the distribution of education budgets and fair access to public services for all segments of society. Challenges in achieving equitable public services still exist, particularly in relation to adequate infrastructure and human resources. According to William N. Dunn (cited in Rulandari, 2023), he emphasizes the importance of equity criteria in policy evaluation to ensure that all individuals, especially those who are poor or marginalized, have equal access and benefits from the policy. In evaluating equity, the extent to which improvements in the quality of public services are felt equally by various groups of society as service recipients is measured, regardless of socioeconomic status, geographical location, age, gender, or other characteristics. Evaluating equity does not only focus on the availability of services but also on the removal of all forms of barriers that may prevent certain groups from accessing and utilizing these services fairly and equally. Inequality in public service delivery policies can manifest in various forms, ranging from differences in the quality of services received by service users, difficulties in access for minority groups or low-income communities, to the

lack of representation of the needs of vulnerable groups in the formulation and implementation of policies. In accordance with Law Number 25 of 2009 regarding the obligation to provide services with special treatment, the Bojonegoro District Education Office is committed to implementing special services by issuing Decision Number 061.9/002/412.201/2024 to provide special service staff and special service counters for special service users (vulnerable groups, elderly service users, service users with special needs, and those with specific conditions) in accordance with applicable regulations. A successful public service quality policy must demonstrate a strong commitment to the principle of equity, ensuring that its benefits are felt fairly and inclusively by all members of the public as users and recipients of services.

Sufficiency

The evaluation of adequacy criteria, according to William Dunn (cited in Indraswari et al., 2024), explores whether a program can provide adequate results for its intended targets using available resources. Sufficiency evaluation is crucial to determine whether the methods adopted in program planning and implementation have been effective in achieving the set targets. Sufficiency criteria can assess the extent to which the impacts generated by public service quality policies can address the issues of concern. Sufficiency evaluation not only measures the presence of change but emphasizes the scale and significance of such changes in addressing community needs and demands regarding service quality. To create adequacy in the evaluation of public service policies, it is necessary to involve all stakeholders, including the community, in the process of planning and allocating resources. Community participation can provide insights into the service needs that must be met. This is in line with the principles of a participatory approach in public policy, which states that involving the community not only increases transparency but also ensures that policies meet relevant needs. Additionally, Law No. 25 of 2009 states that in formulating and establishing service standards, public service providers must involve the community and relevant parties. In delivering public services, the Bojonegoro District Education Office involves community participation to provide input, criticism, suggestions, or complaints through the information contact provided. Meanwhile, in measuring the quality of public services, the Bojonegoro District Education Office involves the community as service users to become respondents in conducting a community satisfaction survey to obtain the community satisfaction index value that determines the service quality category. Sufficiency evaluation requires a comprehensive understanding of the magnitude of the issues faced, the target population that should be served, and the expected service quality standards. Thus, a careful analysis of sufficiency will provide an overview of whether the implemented policies have a significant leverage in achieving comprehensive and sustainable improvements in public service quality.

Responsiveness

To assess the level of responsiveness of public service quality at the Education Office, it is necessary to look at how complaints and requests from the community are handled. The Bojonegoro Education Department has implemented a public complaint system that accommodates public complaints regarding public services in the field of education, both *online* and *offline*, by issuing Decision No. 800.045/003/412.201/2024 of the Head of the Bojonegoro Education Department on the Formation of a Public Complaint Handling Team. This demonstrates an effort to be open to criticism and suggestions from public service users. According to William N. Dunn (cited in Dewi & Al-Hamdi, 2021), the criteria for evaluating responsiveness assess how well a program can meet the needs and expectations of the community and the organization's ability to respond to demands arising from the groups it serves. Public participation in the evaluation of the responsiveness of public service quality needs to be improved by involving the public in the planning and evaluation of public service implementation at the Education Office, thereby enhancing the government's responsiveness to public needs. If the public feels involved, they are more likely to provide constructive feedback, enabling the government to respond with relevant actions.



Responsiveness evaluation encompasses the government's or public service provider's ability to recognize, understand, and respond to the needs, preferences, and aspirations of service users. It also includes the service provider's ability to anticipate changes in community needs and proactively adjust the services provided. Inability to respond to evolving needs or disregard for user complaints may indicate weaknesses in policy design or implementation mechanisms. Therefore, responsiveness analysis is crucial in assessing whether public service quality policies are truly oriented toward community needs and capable of building trust and user satisfaction. Enhancing the competencies and skills of staff can improve the speed and quality of public service providers' responses to community needs. Complaint handling is part of public service. To make the Education Department more responsive, it is important to continuously evaluate and improve the mechanisms for submitting and handling complaints. Additionally, information technology can be utilized to facilitate communication between the community and the government.

Accuracy

In the study by Putri et al. (2024), the accuracy criterion was used to evaluate whether the policy had met the expectations of the community as a whole. The accuracy evaluation criterion for the quality of public services can be measured by how accurately the policies implemented by government agencies are able to meet the needs and expectations of the community as service users. Accuracy evaluation will assess whether the policy has actually accelerated the service process, reduced physical queues, and increased public satisfaction. If there is a gap between the results achieved and the objectives formulated, then the policy is considered inaccurate. Therefore, accuracy analysis does not only consider administrative achievements but also the real impact on the public as the main beneficiaries. This assessment is an important foundation for formulating policy improvements so that the quality of public services can continue to be improved sustainably.

The accuracy evaluation at the Bojonegoro District Education Office identified the root causes of service quality challenges, such as disparities in quality between types/products of services, accessibility of services for marginalized groups, effectiveness of service processes, or suboptimal service management. Targeted policies can directly address emerging issues. For example, if the main problem lies in the shortage of qualified service personnel, then policies that only focus on improving service infrastructure may be inadequate. Accuracy analysis requires a deep understanding of the public service conditions at the Education Office as a public service provider, including the availability of resources, the demographic characteristics of service users, and community aspirations regarding service quality. Thus, a careful evaluation of appropriateness will assess whether the policy interventions chosen by the Bojonegoro District Education Office are the most relevant and strategic solutions to achieve sustainable improvements in public service quality that positively impact all community members as service users.

Conclusion

The evaluation of education policies in Bojonegoro District must consider existing regulations and how these policies are implemented in practice. A thorough evaluation will assist the Education Office in improving the quality of public services in line with community expectations by analyzing each policy evaluation criterion according to William N. Dunn and linking it to the principles outlined in Law Number 25 of 2009. By prioritizing a data-driven approach and involving community participation, this evaluation is expected not only to identify existing issues but also to provide recommendations for policy improvements in the future to enhance the quality of public services at the Education Office of Bojonegoro Regency in a sustainable manner and with positive impacts for all members of the community as service users.

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