

The Influence of Education Level and Attitudes on the Quality of Public Services at the Faculty of Education, Manado State University

Joury Meyer Rumondor¹, Evi Masengi², Jetty Mokat³

Manado State University, Indonesia

E-mail: jouryrumondor31@gmail.com¹, evimasengi@unima.ac.id², jettymokat@unima.ac.id³

Abstract

The aim of this research is first to determine the effect of education level on the quality of public services at the Faculty of Education, Manado State University. Second, to determine the influence of Attitude on the Quality of Public Services at the Faculty of Education, Manado State University, and third, to determine the influence of Education Level and Attitude together on the Quality of Public Services at the Faculty of Education, Manado State University. This research uses quantitative methods and the number of samples to be studied is 38 people. The results of this research are that there is a partially significant influence of education level on the quality of public services. This means that if a person's education level is higher, the quality of public services at the Faculty of Education, Manado State University will also increase. There is a partially significant influence of work attitude on the quality of public services at the Faculty of Education, Manado State University. This means that if attitude gets better, the quality of public services at the Faculty of Education, Manado State University will also increase. There is a significant simultaneous influence of the level of education and attitudes on the quality of public services at the Faculty of Education, Manado State University, which means that if the level of education and attitudes are increased, then the quality of public services at the Faculty of Education, Manado State University will also increase.

Keywords Level of Education, Attitude, Quality of Public Services

INTRODUCTION

Decree of the Minister of State Apparatus Empowerment Number 63 of 2003, the definition of service is: All forms of services carried out by government agencies at the center, in the regions and within the State-Owned Enterprises or Regional-Owned Enterprises in the form of goods and/or services, both in the context of efforts to fulfill community needs and in the context of implementing statutory provisions. Meanwhile, public services so far have in fact been service providers who have asked to be served, giving rise to a lot of public dissatisfaction/complaints about how complicated public services are in this country, such as at the Faculty of Education, Manado State University.

As explained by Ibrahim (2008), the paradigm regarding public services so far, even up to the reform era, still tends to be directive in nature, and only pays attention to or prioritizes the interests of the leader/organization, or certain parties. As a result, the wider community, especially the lower classes, as parties who should receive proper services, do not have the right and ability to react to the management of a public service, in this case state administrators at various levels.

Education can be interpreted as a human effort to increase knowledge about the natural surroundings. Education begins with a learning process to find out something and then process that information to apply it in everyday life. The learning process is not obtained instantly but rather through stages that ultimately achieve the expected goals. Humans will



be left behind without getting an education and of course will have difficulty placing themselves in society and then socializing with each other. Education itself concerns all aspects, for example relating to the economic, political, social, cultural, legal, health and other aspects. By pursuing education, individuals gain knowledge and skills which will later be useful to support the individual's own life.

Employee performance is the result of an employee's efforts by utilizing his abilities in carrying out his duties. One factor that can influence employee performance is the employee's education level. The level of education is the final result achieved by a person through the formal education he has undertaken. A person's level of education can influence the performance that a person will get. The higher a person's level of education, the better that person's performance will be and vice versa (Wirawan et al., 2019)

Apart from education level, another influencing factor is attitude. In carrying out their role in an organization, each employee has a variety of work attitudes and work behavior in the place where they work. One employee and another is not the same in appreciating their work attitude. Work attitude contains the positive or negative evaluation a person has about aspects of their work environment. Attitude is a term that reflects a person's feelings of pleasure, displeasure, or neutral feelings towards something.

Based on observations made by the author at the beginning of March 2023 at the Faculty of Education, Manado State University, the author found problems related to the quality of public services, namely regarding the performance of employees who have not been able to provide maximum service, thus making the public/students feel dissatisfied with the services provided.

Therefore, researchers are interested in conducting research with the title "The Influence of Education Level and Attitudes on the Quality of Public Services at the Faculty of Education, Manado State University".

METHOD

This type of research is quantitative approach research. The population in this study was the entire academic community of the Faculty of Education, Manado State University. The sample in this research was 38 people (consisting of 17 employees, 5 honorary workers, 7 laboratory staff, and 8 final year students). The sampling technique used purposive sampling, namely taking research subjects based on predetermined criteria. The data collection techniques used were literature studies, interviews and questionnaires, and data analysis techniques used multiple linear regression.

RESULTS AND DISCUSSION

Classic assumption test

The classical assumption test is a statistical prerequisite test that must be met when using linear analysis. The classical assumption test consists of the normality test, multicollinearity test, heteroscedasticity test, and linearity test. Test the classical assumptions in this research using SPSS 25.0 for Windows. The results of the classical assumption test for each problem formulation in this research are as follows:

Normality test

The normality test aims to test the independent variable and dependent variable, namely Education Level (X1), Attitude (X2), and Public Service Quality (Y), whether they have a normal distribution or not.

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters, b	Mean	0.0000000
	Std. Deviation	1.54425313
Most Extreme Differences	Absolute	0.054
	Positive	0.054
	Negative	-0.046
Statistical Tests		0.054
Asymp. Sig. (2-tailed)		0.200c,d

a. Test distribution is Normal.
Calculated from data.

From the results of the normality test using the Kolmogorov Smirnov method, the significance result of the normality test was 0.200, where the result was greater than the significance level of 0.05. So it can be concluded that the normality test in this study is normally distributed.

Multicollinearity Test

Multicollinearity testing was carried out to test whether the regression model found a correlation between the independent variables. To detect a multicollinearity problem, it can be seen through the Tolerance and Variance Inflation Factor (VIF) values as well as the magnitude of the correlation between the independent variables.



Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4,651	1,993		2,334	0,021		
Education Level (X1)	0.509	0.058	0.471	8,772	0,000	0.291	3,440
Attitude (2)	0.190	0.050	0.235	3,802	0,000	0.219	4,557

a. Dependent Variable: Quality of Public Services (Y)

Source: Data processed by SPSS25, 2023

The table above shows that the Tolerance value for the Education Level variable is 0.291, the Attitude variable is 0.219. For the Variance Inflation Factor (VIF) value, the Education Level variable has a VIF value of 3.440, the Attitude variable is 4.557. So based on the output on Coefficients, the model can be said to not have multicollinearity, because the VIF value is the opposite of the tolerance value $VIF < 10$. The VIF value is the opposite of the tolerance value ($VIF = 1/TOL$), the tolerance limit value that is usually used is 0.10 or equivalent to a VIF value of 10. Thus it can be concluded that the multicollinearity test above does not have a multicollinearity problem.

Heteroscedasticity Test

The third classic assumption test in this research is the heteroscedasticity test. The results of the heteroscedasticity test can be seen in the table.

Heteroscedasticity Test Results (Glejser Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	-0.269	1,187		-0.226	0.821
Education Level (X1)	0.062	0.035	0.264	1,782	0.077

Attitude (2)	- 0.025	0.030	-0.144	-0.841	0.402
--------------	------------	-------	--------	--------	-------

a. Dependent Variable: RES2

Source: Data processed by SPSS25, 2023

If the significance of the correlation results is less than 0.05 (5%), then the regression equation contains heteroscedasticity, but if the significance of the correlation results is greater than 0.05 (5%), then there is no heteroscedasticity or homoscedasticity problem. From the table above we can see that the significance value has a value greater than 0.05, this shows that the Education Level and Attitude variables do not show any symptoms of heteroscedasticity so this regression model is suitable for use to predict the Quality of Public Services.

Linearity Test

The aim of the linearity test is to determine whether the relationship between the independent variable and the dependent variable is linear or not. The criterion for testing linearity is that if the significance value is smaller than 0.05, then the relationship between the independent variable and the dependent variable is linear. The summary results of the linearity test are presented below:

Linearity Test Results

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Quality of Public Services (Y) * Level of Education (X1)	Between Groups	(Combined)	2398,802	8	133,267	36,166	0,000
		Linearity	2321,324	1	2321,324	629,964	0,000
		Deviation from Linearity	77,479	7	4,558	1,237	0.244
	Within Groups		508,510	30	3,685		
	Total		2907,312	38			



ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Quality of Public Services (Y) * Attitude (2)	Between Groups	(Combined)	2314,640	12	105,211	23,788	0,000
		Linearity	2200,609	1	2200,609	497,546	0,000
		Deviation from Linearity	114,032	11	5,430	1,228	0.238
	Within Groups		592,672	26	4,423		
	Total		2907,312	38			

Source: Data processed by SPSS25, 2023

From the results of the linearity test in the table above, it can be seen that all variables have a significance value of less than 0.05 (sig>0.05), this shows that all research variables are linear.

Regression Analysis Test

a. Coefficient of Determination Test (R²)

The coefficient of determination test is used to determine how much the dependent variable can be explained by the independent variable.

Coefficient of Determination Test Results Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.934 a	0.872	0.870	1,559

a) Predictors: (Constant), Education Level (X1), Attitude (2)

Source: Data processed by SPSS25, 2023

Based on the table above, the test results show that the magnitude of the multiple correlation coefficient (R), coefficient of determination (R Square), and adjusted coefficient (Adjusted R Square). Based on the model summary table above, it is found that the multiple correlation coefficient R (overall correlation coefficient) is 0.934 or 93.4%. The results in the table above also show that the coefficient of determination R Square is 0.872 or 87.2% and the coefficient of determination adjusted for Adjusted R Square (because there is more than one variable) is 0.870 or 87%. This means that 87% of the variation in the Quality of Public Services, Faculty of Education, Manado State University can be explained by variations in independent variables (Education Level, Attitude), while the remaining 0.13 or 13% is explained by other factors not included in the research model. This.

b. Multiple Regression Test

Multiple regression analysis is used as a tool to measure how much influence the independent variables have on the dependent variable.

Multiple Regression Test Results Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	4,651	1,993		2,334	0,021
Education Level (X1)	0.509	0.058	0.471	8,772	0,000
Attitude (2)	0.190	0.050	0.235	3,802	0,000

a. Dependent Variable: Quality of Public Services (Y)

Source: Data processed by SPSS25, 2023

Based on the table of results obtained from the regression coefficients, a regression equation can be created as follows:

$$Y = 4.651 + 0.509 X1 + 0.190 X2 + e$$

The results of the regression equation above can be interpreted as follows:

- a) The regression coefficient on the Education Level variable (X1) is 0.509, which means that every time the value of education level increases or decreases by 1 unit and the values of other variables remain constant, the quality of public services will increase or decrease by 0.509 units.
- b) The regression coefficient on the Work Attitude variable (X2) is 0.190, which means that for every increase or decrease in the value of the Quality of Public Services by 1 unit and the values of the other variables remain constant, the Quality of Public Services will increase or decrease by 0.190 units.

Hypothesis

a. t Test (Partial)

Hypothesis testing uses the t test which is used to determine whether a hypothesis is accepted or rejected with the conditions previously explained, it can be seen in the table as follows:

H1: Education level affects the quality of public services



Regression Coefficient of Education Level on the Quality of Public Services Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,305	2,464		0.935	0,351
Education Level (X1)	0.966	0.039	0.894	24,779	0,000

a. Dependent Variable: Quality of Public Services (Y)

Source: Data processed by SPSS25, 2023

The results of the table above show that the significant value is 0.000 and tcount is 24.779 with a significance level of 5% where $Nk = 38 - 1 = 37$, so we get ttable 2.042. Because the tcount value is $24.779 > ttable$ value 2.042 and the significance level is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted and it can be concluded that the Education Level variable has a significant effect on the Quality of Public Services at the Faculty of Education, Manado State University.

Simple Linear Regression: Based on the table above, it can be seen that the constant value for the Education Level variable is 2.305, while the Education Level coefficient value is 0.966. In this way, a simple linear regression equation can be created which refers to the formula $Y = a + b_1.X_1$, as follows:

$$Y = 2.305 + 0.966 X_1$$

Information:

Y = Quality of Public Services

X1 = Education Level

The results of the simple linear regression equation above can be interpreted as follows:

- a) The constant value is 2.305, meaning that if the Education Level is (0), then the Quality of Public Services is positive, namely 2.305.
- b) The regression coefficient value for Education Level is positive, namely 0.966, so it can be interpreted that for every increase in Education Level by one unit, the Quality of Public Services will also increase by 0.966.

H2: Work attitudes influence the quality of public services

**Regression Coefficient of Work Attitudes on the Quality of Public Services
Coefficientsa**

Model	Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
	B	Std. Error	Beta		
1 (Constant)	19,555	2,053		9,523	0,000
Attitude (2)	0.698	0.033	0.864	21,355	0,000

a. Dependent Variable: Quality of Public Services

Source: Data processed by SPSS25, 2023

The results of the table above show that the significant value is 0.000 and tcount is 21.355 with a significance level of 5% where $Nk = 38 - 1 = 37$, so we get ttable 2.042. Because the tcount value is $21.355 > \text{ttable value } 2.042$ and the significance level is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted and it can be concluded that the Attitude variable has a significant effect on the Quality of Public Services at the Faculty of Education, Manado State University.

Simple Linear Regression: Based on the table above, it can be seen that the constant value for the Attitude variable is 19.555, while the Attitude coefficient value is 0.698. In this way, a simple linear regression equation can be created which refers to the formula $Y = a + b_2.X_2$, as follows:

$$Y = 19.555 + 0.698 X_2$$

Information:

Y = Quality of Public Services

X_2 = Attitude

The results of the simple linear regression equation above can be interpreted as follows:

- a) The constant value is 19.555, meaning that if Attitude has a value of (0), then the Quality of Public Services has a positive value, namely 19.555.
- b) The regression coefficient value for work attitude is positive, namely 0.698, so it can be interpreted that for every increase in work attitude by one unit, the quality of public services will also increase by 0.698.

F Test (Simultaneous)

Hypothesis testing using the F test is used to determine whether a hypothesis is accepted or rejected with the conditions previously explained, so it can be seen in the table as follows:

H3: Education level and attitudes influence the quality of public services



Coefficient of Education Level, Work Attitudes towards the Quality of Public Services ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2535,296	3	845,099	347,566	0,000
Residual	372,016	35	2,431	6	b
Total	2907,312	38			

a. Dependent Variable: Quality of Public Services (Y)

b. Predictors: (Constant), Education Level (X1), Work Attitude (2)

Source: Data processed by SPSS25, 2023

The results of the F test can be seen in the table above which shows that the independent/free variables (Level of Education, Work Attitudes) have a significant influence simultaneously on the dependent/dependent variable (Quality of Public Services), this is indicated by the F value obtained at 347.566 and sig. $F < 5\%$ ($0.000 < 0.05$) because the significance level is smaller than 0.05, H1 is accepted, so it can be said that the Education Level and Work Attitude variables have a significant simultaneous effect on the Quality of Public Services. Likewise, together the variables X1, X2, will have a significant effect on Y, if $F_{calculated} > F_{table}$. The results in the table above show a calculated F result of 347.566. Meanwhile, the F table is 3.055 which is obtained with a significance level of 5% where $Nk = 38 - 3 = 35$. This means that together the variables X1, the variables of Educational Level and Work Attitudes on the Quality of Public Services at the Faculty of Education, Manado State University simultaneously, thus the hypothesis in this research is accepted.

Education level affects the quality of public services

Based on the results of the t test, a significant value of 0.000 was obtained and tcount was 24.779 with a significance level of 5% where $Nk = 38 - 1 = 37$, so we obtained ttable 2.042. Because the tcount value is $24.779 > t_{table}$ value 2.042 and the significance level is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted and it can be concluded that the hypothesis proposed by the researcher is accepted, namely that there is a positive and significant influence between the Education Level variable on the Quality of Public Services at the Faculty Manado State University of Educational Sciences. This can be caused by the higher a person's level of education, the higher the human resource capacity. This is also in accordance with research by Ratna Dewi (2016) which states that education level has a significant influence on employee performance.

Attitudes influence the quality of public services

Based on the results of the t test, a significant value of 0.000 was obtained and tcount was 21.355 with a significance level of 5% where $Nk = 38 - 1 = 37$, so we obtained t_{table} 1.975.

Because the tcount value is $21.355 > t_{table}$ value 2.042 and the significance level is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted and it can be concluded that the hypothesis proposed by the researcher is accepted, namely that there is a positive and significant influence between the work attitude variable on the quality of public services at the faculty. Manado State University of Educational Sciences. This can be caused because the better the attitude, the better the quality of public services. This is also in accordance with research by Johny U. Lesnussa (2023) which states that work attitudes have a significant influence on service quality.

Level of Education, Work Attitudes influence the Quality of Public Services

Based on the results of the F test, a significant value of 0.000 was obtained and fcount was 347.566 with a significance level of 5% where $N_k = 38 - 3 = 35$, so the f_{table} was 1.905 . Because the fcount value is $347.566 > f_{table}$ value 1.905 and the significance level is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted and it can be concluded that the hypothesis proposed by the researcher is accepted, namely that there is a simultaneous and significant positive influence between the variables Educational Level and Work Attitude towards Quality of Public Services at the Faculty of Education, Manado State University. This can be caused by the higher a person's level of education, the higher the human resource capability. This is because the better a person's work attitude, the better the public services provided.

CONCLUSION

1. There is a significant positive influence of education level on the quality of public services at the Faculty of Education, Manado State University.
2. There is a significant positive influence of work attitudes on the quality of public services at the Faculty of Education, Manado State University.
3. There is a significant positive influence of education level and work attitudes on the quality of public services at the Faculty of Education, Manado State University.

REFERENCES

- Agung, Kurniawan. 2005. Transformasi Pelayanan Publik. Yogyakarta. Penerbit Pembaharuan.
- Ahmad, Sabri. 2010. Strategi Belajar Mengajar Micro Teaching. Jakarta: PT. Ciputat Press
- Andrew E. Sikula. 2017. Training dan Pengembangan Tenaga Kerja. Jakarta: Pustaka Binaman.
- Amallia, N., & Putubasai, E. (2018). Pengaruh Tingkat Pendidikan dan Fasilitas Kerja terhadap Kinerja Pegawai pada Balai Latihan Kerja (BLK) Metro. *Jurnal Kebijakan & Pelayanan Publik*, 4(1).
- Azwar, S. 2010. Sikap Manusia Teori dan Pengukurannya. Yogyakarta: Pustaka Pelajar.
- Azuar Juliandi, Irfan dan Saprinal Manurung. 2014. Metode Penelitian Bisnis. Medan: UMSU Press



- Broto. (2009). Sikap kerja karyawan. (Online). Jurnal UPI, <http://repository.upi.edu/operator/upload/s-e5331-chapter2.pdf>
- Dedy Mulyadi, 2016, Administrasi Publik dan Pelayanan Publik, Bandung, Alfabeta
- Handoko, H. T. (1995). Manajemen Personalia dan Sumber Daya Manusia. BPFE.
- Handoko, T. H. (2014). Manajemen Personalia & Sumber Daya Manusia. BPFE.
- Hardiansyah. 2011. Kualitas Pelayanan Publik. Yogyakarta: Gava Media.
- Hariandja, M. T. (2020). Manajemen Sumber Daya Manusia (Pengadaan, Pengembangan, Pengkompensasian dan Peningkatan Produktivitas Pegawai). Jakarta: PT. Gramedia Widiasarana Indonesia.
- Ibrahim, Amin. 2008. Teori dan Konsep Pelayanan Publik Serta Implementasinya. Bandung: Mandar Maju.
- Mahmudi.2007. Manajemen Kinerja Sektor publik. Yogyakarta: UPP STIM YKPN
- Moenir. 2015, Manajemen Pelayanan Umum Di Indonesia, Jakarta: PT Bumi Aksara
- Nasional, D. P. (2015). Kamus Besar Bahasa Indonesia Cetakan ke delapan Belas Edisi IV. Gramedia Pustaka Utama.
- Napitupulu, D. 2017. Analysis of Factor Affecting the Website Quality Based on Webqual Approach (Study Case: XYZ University). International Journal on Advanced Science Engineering Information Technology 7(3), ISSN: 2088-5334.
- Notoatmodjo, 2003, Pendidikan dan Perilaku, Rineka Cipta, Jakarta.
- Salim, M. H., & Kurniawan, S. (2012). Studi Ilmu Pendidikan Islam. Ruzz Media.
- Sarwono, Sarlito W., Meinarno, Eko A. 2009. Psikologi Sosial. Jakarta: Salemba Humanika.
- Siagian, S. P. (1999). Manajemen Sumber Daya Manusia. Bumi Aksara.
- Sinambela. Lijan Poltak. 2014. Metode Penelitian kuantitatif. Graha Ilmu: Jakarta
- Sinambela, Lijan Poltak. 2016. Reformasi Pelayanan Publik, Teori Kebijakan dan Implementasi, cetakan kelima, Jakarta: PT Bumi Aksara
- Simamora, Henry (2006). Sumber Daya Manusia. Jakarta: Rineka Cipta.
- Sugiyono. 2016. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Alfabeta: Bandung
- Sutrisno, E. (2011a). Budaya Organisasi. (Edisi Pertama, Cetakan Ke II). Kencana Prenada Media Group.
- Sutrisno, E. (2011b). Manajemen Sumber Daya Manusia. Kencana.
- Turere, V. N. (2013). Pengaruh Pendidikan Dan Pelatihan Terhadap Peningkatan Kinerja Karyawan Pada Balai Pelatihan Teknis Pertanian Kalasey. Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi, 1(3), 10–19.
- Wirawan, K. E., Bagia, W., & Susila, G. P. A. J. (2019). Pengaruh Tingkat Pendidikan, Pelatihan Dan Pengalaman Kerja Terhadap Kinerja Karyawan. Bisma: Jurnal Manajemen, 5(1), 60–67. <https://doi.org/10.17509/image.v7i1.23137>