THE EFFECT OF THE PROFESSIONALITY OF THE STATE CIVIL APPARATUS ON THE ACHIEVEMENT OF STRATEGIC OBJECTIVES

Muhammad Amien Rais Rofik[1], Muhammad Maulizar[2], Christina Dwi Astuti[3]

[123] Faculty of Economics and Business, Universitas Trisakti, Indonesia
muhammad023002018034@std.trisakti.ac.id[1], m.maulizar023002008036@std.trisakti.ac.id[2],
cdwi_astuti@trisakti.ac.id[3]

ABSTRACT

This study aims to examine the effect of four dimensions of the SCA (Civil Servant) Professionality Index on public service quality and the achievement of strategic goals other than public service quality. The independent variables in this study are educational qualification, competency, performance, and discipline. Meanwhile, the dependent variables in this study are public service quality and the achievement of strategic goals other than public service quality. The population in this study is all of the work units in the State Civil Service Agency which are located throughout Indonesia from 2020 to 2021. The type of data used is secondary data, namely IP SCA calculation evaluation report and performance report. The analytical model used in this study is a multiple linear regression analysis using IBM Statistics 26. Based on the results of the analysis that has been carried out, it can be concluded that competence and performance have a positive effect on the quality of public services, while educational qualifications have a positive effect on the achievement of non-public-service-quality strategic goals. But, discipline does not affect the quality of public services and the achievement of non-public-service-quality strategic goals. This research implies that civil servants and government institutions must pay attention to educational qualifications, competence, and performance because these 3 things affect government performance.

INTRODUCTION

In many aspects of human life since ancient times until now, public services have never been separated and are closely related to the community, especially related to meeting their needs. The provision of quality public services is a form of government commitment that is mandated by law to carry out public services seriously in meeting the expectations and needs of the community. Among all existing countries, Indonesia and many other countries make public services as one of the criteria for determining the performance of the implementation/administration of the state related to the duties of functions in accordance with the law (Suryani, 2021) . The declining quality of public services will directly harm the community/public because it causes the services provided to be convoluted, expensive, slow, not guaranteed, the process is not transparent, and so on (Sedayu, nd) .

Until now, the people regret that there are still many unsatisfactory public services ranging from time, employee attitudes, service quality, extortion, and so on. In addition, in several government agencies providing public services, it is still found the practice of KKN (collusion, corruption, and nepotism) (Schlesinger, 1990). The practice of KKN like this will certainly have an impact on the operational performance of the government agency so that in the end it causes the community to not be able to get optimal services. Public services are

very likely to be carried out with deviations that override the proper service standards if there are still corrupt practices in them. The forms of misappropriation of public services that are still often encountered are agencies that do not carry out services, long-winded service suspensions, not according to service SOPs, favoritism to certain groups/classes, abuse of office authority, requests for bribes and discriminatory treatment (Parasuraman, Zeithaml, & Berry, 1988).

Optimizing public services is a homework that must be completed by the organizers in every situation and condition that can quickly change. Public service providers are required to be able to adapt appropriately and quickly under any conditions so that public service users do not have trouble when they need services that should be provided by the state in order to improve people's welfare. The development of the quality of public services must be accompanied by the addition of SCA competencies (Organization, 2019). Professional and competent SCA in providing services to stakeholders is very much needed in relation to achieving national goals as stated in the Preamble to the 1945 Constitution, one of which is to create a prosperous society or nation. To create a professional and quality public service, a professional SCA is also needed (Mattis, 2018).

According to the Regulation of the State Civil Service Agency Number 8 of 2019 concerning Guidelines for Procedures and Implementation of the Measurement of the SCA Professional Index, professionalism means the level of quality/quality of a member in a particular profession who also demonstrates his ability and knowledge in carrying out tasks related to his profession in accordance with the specified provisions. in the professional group (Lazzarato, 2009). In this bandage, it is stated that the degree of professionalism of SCA can be assessed through the dimensions of educational qualification, competence, performance, and discipline. The higher the score obtained by an SCA in each dimension indicates that the level of professionalism of the SCA is also higher. In Article 3 of the Bandage, it is stated that the results of the calculation of the SCA Professionality Index (IP) can be used as an instrument of social control for people who are recipients of public services so that civil servants always behave professionally, especially when providing/delivering services to the public (Hendrawardani, 2020).

The level of quality of public services can be measured by the degree of community satisfaction with these services. The measurement of the Community Satisfaction Survey (SKM) is a form of people's involvement in measuring the level of quality of public services where the results can later be used by the organizing institution as the basis for determining policies related to steps to improve services to the public. Based on the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 14 of 2017, a survey of public satisfaction with the services provided needs to be carried out on an ongoing basis so that it can become the basis for agencies in improving innovation and the quality of their public services (Gordon, 1996).

Government agencies other than as public service providers that must develop or improve the quality of services to the people, also have an obligation to carry out all the duties and functions assigned to them. Each government agency, based on Presidential Regulation Number 29 of 2014 concerning the Performance Accountability System for Government Agencies, is required to measure the performance of its agency by comparing the realization of performance with the performance targets (targets) that have been set before the current year. At the beginning of 2017, the Minister of PAN RB stated that there were at least 425 government agencies in Indonesia with poor performance (source: https://www.merdeka.com/). The poor performance of government agencies can certainly lead to the possibility of a large waste of the state budget because the existing budget will be

used for unproductive activities (Desa & Transmigrasi, 2014). Therefore, it is important for every government agency to be able to optimize its performance by maximizing the realization of each target/target that has been set so that every rupiah of the budget used can be accounted for and the benefits are felt directly by the community (Davis, Schoorman, & Donaldson, 1997).

Many factors can affect the performance of a government agency, especially related to the quality of public services provided and the achievement of organizational goals/targets. Good governance, the amount of remuneration, the influence of the leadership, and the level of professionalism of employees are factors that can influence it all. According to the results of research conducted (Dariansyah, 2018), leadership and apparatus competence have a positive influence on the quality of public services. This explains that the better leadership and competence of employees makes the quality of public services also better. Likewise with the results of research conducted (Breitbarth & Harris, 2008) where employee integrity and work professionalism have a significant influence on the quality of public services. Then in relation to the performance of government agencies, the research conducted (Bebbington & Unerman, 2018) resulted in the conclusion that professionalism has an influence on the performance of government agencies. However, the results of the three studies contradict research (Amin, 2020) which states that the level of education and educational background of the Government Internal Supervisory Apparatus (which is also part of the State Civil Apparatus) has no effect on the performance of the institution.

The quality of public services and the achievement of organizational targets/targets which are indicators of the good/bad performance of a government agency have always been a concern of the community because of course the community wants every rupiah spent by the government to be accounted for and can provide real benefits. So, it is important for the leaders and employees of SCA government agencies as public service providers who are annually provided with APBN funds sourced from tax payments to be able to continue to evaluate and improve their performance in order to improve the welfare of the community. IP SCA whose measurement uses the four dimensions previously mentioned is a new tool used to measure the quality of a person/group of SCA so it is also interesting to study, especially regarding its influence on the quality of public services held and the achievement of organizational targets/targets (Amalia, 2017).

In accordance with Law Number 5 of 2014, one of the duties and functions of the SCA is to provide public services, so in this study, the strategic objectives of public service quality and non-public service quality will be separated so that later it can be seen a more specific relationship between independent variables and variables. quality of public services. This study takes the object of the State Civil Service Agency (BKN) with an analysis unit of all work units at the head office and all work units throughout Indonesia in 2020 to 2021. BKN is one of the government agencies (LPNK) which is also a service provider unit. public especially in the field of SCA Management. Based on the SCA Law, BKN has the function of fostering and administering SCA Management, storing information for SCA Employees, and holding responsibilities related to the management and development of the SCA Information System. The National Civil Service Agency was chosen as the object of research because as the initiator of measuring the level of professionalism of SCA nationally, BKN also measures IP SCA on its internal employees, so it is interesting to examine how the measurement results of IP SCA affect the variables mentioned. This study aims to prove whether the four dimensions of IP SCA really affect the quality of public services and the achievement of strategic goals set by the work unit .

METHOD RESEARCH

The main purpose of this research is hypothesis testing or testing the accuracy of the hypothesis by collecting, processing, and analyzing data. Hypothesis testing is carried out to obtain empirical evidence whether there is an influence on each IP SCA dimension consisting of educational qualifications, competencies, performance, and discipline on the quality of public services provided and the achievement of other strategic goals in a government agency, namely the State Civil Service Agency. . This study uses an influence test approach, namely to prove whether the independent/independent variable has an effect on the dependent/dependent variable being tested and how it affects it. The final result of this research is the conclusion regarding the acceptance or rejection of the formulated hypothesis (Arikunto, 2019).

The unit of analysis tested in this study is all work units at the State Civil Service Agency in 2020 to 2021. The research can only be carried out for a two-year period because the SCA Professionality Index instrument itself has only just been set by the end of 2018 and its measurement guidelines only released in mid 2019.

The data used in this study is secondary data consisting of the Evaluation Result Report (LHE) of IP SCA Calculation and Performance Reports of all work units/work units within the State Civil Service Agency. LHE IP SCA calculations are obtained from the BKN Human Resources Bureau, which is the personnel management unit at BKN, while the Performance Report is obtained from the BKN Planning and Organization Bureau, which is in charge of preparing performance reports within BKN.

This study uses multiple linear regression analysis with the help of the IBM SPSS Statistics 26 application to determine the effect of each independent variable (educational qualification, competence, performance, and discipline) on the dependent variable (quality of public services and achievement of non-quality strategic goals). public service). The tests carried out included descriptive statistical tests, classical assumption tests (data normality test, multicollinearity test, autocorrelation test, and heteroscedasticity test), and hypothesis testing (multiple linear regression, coefficient of determination test, F test, and t test).

RESULTS AND DISCUSSION

Descriptive statistics

In this test will be discussed about the description or description of the existing data starting from the amount of data used in this study as well as the results of processing other descriptive statistical data from all the variables studied.

Table 2
Descriptive statistics

	N	Minimum	Maximum	Average	Standard Deviation
Educational Qualifications	86	9.01	18.42	14.3867	2.0552
Competence	86	15.56	36.50	27.4926	4.3212
Performance	86	23.57	30.00	26,4897	1,2013
Discipline	86	4.65	5.00	4.8976	0.0955
Quality of Public Service	86	78.05	90.75	85.0464	3.1797
Achievement of Strategic Goals of Non-Quality of Public Services	86	87.78	108.62	99.8633	3.4188

Source: processed data (2022)

Based on table 2 above, it can be seen that the standard deviation value is smaller than the average value for all variables, so it can be said that in each variable the data is homogeneous, which means the data is accurate.

Classic Assumption Test Results
Data Normality Test

Table 3
***Kolmogorov-Smirnov* (KS) *One Sample* Normality Test Results**

		Unstandardized Residual	Decision
First Data (Quality of Public Service)	asymp. Sig. (2-tailed)	0.200	Normal
Second Data (Achievement of Non-Quality Public Service Strategic Goals	asymp. Sig. (2-tailed)	0.051	Normal

Based on table 3 above, the significance values are 0.200 and 0.051 (greater than 0.05). So it can be taken a decision that the research data is normally distributed.

Multicollinearity Test

Table 4
Multicollinearity Test

Variable	Collinearity Statistics VIF	Conclusion
Educational Qualifications	1.090	There is no multicollinearity
Competence	1.095	There is no multicollinearity
Performance	1.103	There is no multicollinearity
Discipline	1.069	There is no multicollinearity

Based on the results of the multicollinearity test in table 4 above, it can be concluded that all the independent variables in this study had a VIF value below 10 so that there were no symptoms of multicollinearity between each of these variables.

Autocorrelation Test

Table 5
Autocorrelation Test

	Durbin Watson	DU value	Value 4-DU	Decision
First Data	1,680	1.7478	2.2522	Runs Test
Second Data	1,988	1.7478	2.2522	There is no autocorrelation

Based on the results of the autocorrelation test in table 5 above, the Durbin Watson (DW) value in the first data was 1.680 which was then compared with the DU value in the DW table (α=5%) of 1.7478 (k=4, n=86) , as well as the DL value of 1.5536, the DW value is between DL and DU so that it cannot be concluded with certainty whether autocorrelation symptoms occur or not. To ensure that there are symptoms of autocorrelation or not on variable data, it is necessary to run *a test* . While in the second data, the DW value is 1.988,

the DU value in the DW table (α=5%) is 1.7478 (k=4, n=86), and the 4-DU value is (2.2522) so that the data Second, it can be concluded that there is no autocorrelation because DU < DW < 4-DU.

Table 6
Test *Runs Test*

	Unstandardized Residual
Test Value	0.17352
Cases < Test Value	43
Cases >= Test Value	43
Total Cases	86
Number of Runs	41
Z	-0.651
asymp. Sig. (2-tailed)	0.515

Based on table 6 above, the results of the Runs Test with the Asymp value were obtained. Sig. (2-tailed) of 0.515, greater than 0.05 so it can be concluded that there is no autocorrelation symptom.

Heteroscedasticity Test
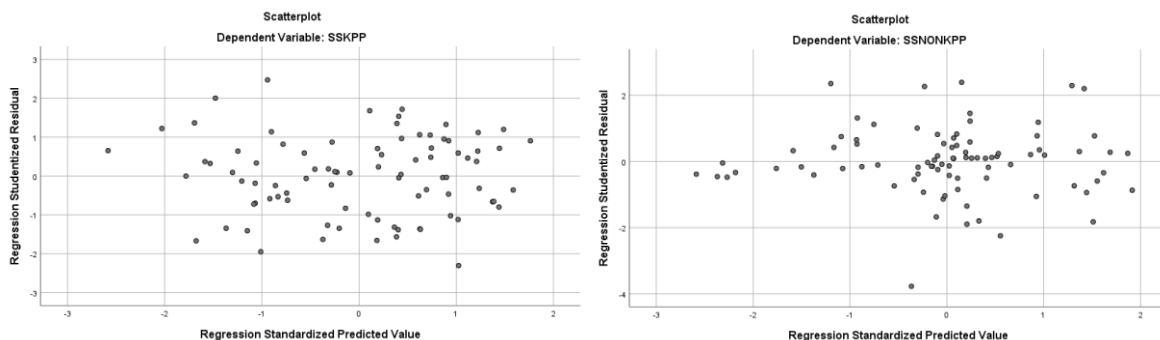Here are the results of the *scatterplot test* :

Figure 2
***Scatterplot* Test Results**

From the picture above, it can be seen that the data points spread at the top and bottom or around zero, do not gather in only one part, do not form a wavy pattern, and the spread of the points does not form a certain pattern. Therefore, it can be concluded that the regression model in this study does not have heteroscedasticity and is feasible to be used in this study.

Hypothesis testing

Table 7
Hypothesis Test Results

Multiple Linear Regression Model			
$KPP = a + b_1 KP + b_2 Kmp + b_3 Knj + b_4 Dsp + e$			
Variable	**Prediction Direction**	**Unstandardized Coefficients (B)**	**Sig.**

Constant		40,649	0.028
Educational Qualifications	+	0.102	0.527
Competence	+	0.225	0.004*
Performance	+	0.545	0.049*
Discipline	+	4,554	0.187
		Adjusted R ^{2}	0.162
F Uji test		F-Statistics	5.096
		Sig.	0.001

Multiple Linear Regression Model

PSS NKPP = a + b1 KP + b2 Kmp + b3 Knj + b4 Dsp + e

Variable	Prediction Direction	Unstandardized Coefficients (B)	Sig.
Constant		114.384	0.000
Educational Qualifications	+	0.775	0.000*
Competence	+	0.022	0.793
Performance	+	0.018	0.950
Discipline	+	-5,462	0.139
		Adjusted R ^{2}	0.173
F Uji test		F-Statistics	5,446
		Sig.	0.001

Regression Model Equation

Based on the results of the calculation of the linear regression analysis of the research in the table above, it can be made a linear regression equation as follows:

Model 1

KPP = 40,649 + 0,102 KP + 0,225 Kmp + 0,545 Knj + 4,554 Dsp

Model 2

PSS NKPP = 114.384 + 0.755 KP + 0.022 Kmp + 0.018 Knj - 5,462 Dsp

Information:

KPP	=	Quality of Public Service
PSS NKPP	=	Achievement of Strategic Goals of Non-Quality of Public Services
KP	=	Educational Qualifications
Kmp	=	Competence
Knj	=	Performance
Dsp	=	Discipline
e	=	Residual variable / *error*

Coefficient of Determination Test (R ^{2})

[7] above, it can be seen that the value of the first *Adjusted* R2 is 0.162, which means that 16.2% of the variation of the public service quality variable can be explained by educational qualifications, competence, performance, and discipline. Meanwhile, the remaining 83.8% is explained by other variables outside the regression model. The [second] *Adjusted* R2 value is 0.173, which means that the capability of educational qualifications, competence,

performance, and discipline simultaneously on the achievement of the Non-Quality Public Service Strategic Goals is 17.3% while the remaining 82.7% is explained by variables outside the model. regression.

F Uji test

The results of the F test analysis listed in table 7 show that the significance values are 0.001 and 0.001 with a significance level of 5% or 0.05. So it can be concluded that the two values of statistical significance are less than 0.05, meaning that both regression models are appropriate to be used to predict the quality of public services and the achievement of strategic goals of non-quality of public services. Educational qualifications, competence, performance, and discipline together have an influence on the quality of public services and the achievement of strategic goals of non-quality of public services.

t test

Based on the test results contained in table 7, the following decisions can be taken:
1. The variable of educational qualification on the quality of public services has a significance of 0.527 (> 0.05) with a coefficient of 0.102. So, the hypothesis is rejected, the educational qualification variable has no effect on the quality of public services.
2. The competence variable on the quality of public services has a significance of 0.004 (<0.05) with a coefficient of 0.225. So, the hypothesis is accepted, the competence variable has a positive effect on the quality of public services.
3. The performance variable on the quality of public services has a significance of 0.049 (<0.05) with a coefficient of 0.545. So, the hypothesis is accepted, the performance variable has a positive effect on the quality of public services.
4. The discipline variable on the quality of public services has a significance of 0.187 (> 0.05) with a coefficient of 4.554. So, the hypothesis is rejected, the discipline variable has no effect on the quality of public services
5. The variable of educational qualification on the achievement of non-quality strategic targets of public services has a significance of 0.000 (<0.05) with a coefficient of 0.775. So, the hypothesis is accepted, the educational qualification variable has a positive effect on the achievement of non-public service quality strategic goals
6. The competency variable on the achievement of non-quality strategic targets for public services has a significance of 0.793 (>0.05) with a coefficient of 0.022. So, the hypothesis is rejected, the competence variable has no effect on the achievement of the non-quality strategic goals of public services
7. The performance variable on the achievement of non-quality public service strategic targets has a significance of 0.950 (>0.05) with a coefficient of 0.018. So, the hypothesis is rejected, the performance variable has no effect on the achievement of non-public service quality strategic goals
8. The discipline variable on the achievement of strategic targets of non-quality of public services has a significance of 0.139 (>0.05) with a coefficient of -5.462. So, the hypothesis is rejected, the discipline variable has no effect on the achievement of non-public service quality strategic goals

A. The Effect of Educational Qualifications on the Quality of Public Services

In table 7 above, the educational qualification variable has a significance value greater than 0.05. So it can be concluded that educational qualifications do not affect the quality of public services held. This shows that the good and bad quality of public services is not influenced by the last level of education that has been taken by the SCA employees. In reality what is happening in the field, the public does not know the condition of the SCA employees who serve them, whether the employee is a high school graduate or equivalent, diploma, undergraduate, or postgraduate. The community assesses whether public services are of quality or not based on how these services can be carried out in accordance with the expectations and needs of the community. Government agencies whose employees are mostly undergraduate or postgraduate graduates will not be considered capable of providing quality services if they cannot meet the expectations and needs of the community. On the other hand, government agencies with many employees with low education will still be judged by the public as being able to provide excellent service if the service is in accordance with what the community expects. This does not support the previous research conducted by (Hendrawardani, 2020) which stated that education had a positive effect on the level of public services. This happens because the size used in this research variable is different from previous research. In this study, the size of the last formal education level taken by SCA employees as an independent variable.

B. The Influence of Competence on the Quality of Public Services

Based on table 7 it can be seen that the significance value of competence is less than 0.05 so it can be concluded that competence has a positive effect on the quality of public services and supports SCA in achieving agency targets according to *stewardship theory* . Competence as measured by the history of competency development that has been followed by SCA employees is a factor that determines the quality of public services held. SCA employees who have attended training/seminar/workshop/courses in accordance with their job duties will increase their knowledge, abilities, and expertise in carrying out their duties and functions. In the end, SCA employees can meet the expectations and needs of the community in the implementation of their public services. Someone who has a lot of training hours will have an advantage over people who have never/rarely participated in competency development activities in fulfilling the services expected by the public. Therefore, this study is in line with research from: Pradana et al. (2022); Indarwati (2020); Wakhidah & Pramusinto (2020); Kurniasari & Oktarina (2020); Lussi (2018); Setiadi (2018); Safitri (2017); Ikhsani (2017) which states that employee competence has a positive effect on the quality of public services.

C. The Effect of Performance on the Quality of Public Services

Based on table 7, the significance value of performance is less than 0.05, so it can be concluded that performance has a positive effect on the quality of public services and shows that SCA according to *stewardship theory* is driven by organizational targets in providing good service to the community. The performance value obtained by SCA employees in a one-year assessment period can be used as a determinant of quality public services that are held or not. Performance appraisal is carried out based on performance planning by taking into account the targets, achievements, results, and benefits achieved as well as the behavior of civil servants in a year. The performance of an SCA employee in one year is his work achievement in accordance with the targets set at the beginning of the year, all of which will

lead to the results/benefits of the quality of public services held by the agency. Someone who performs well will be able to provide quality services because they are able to meet the expectations of the people who receive the service. Therefore, this study is in line with the results of research from: Pradana et al. (2022); Nureny MR & Aqsa (2021); Akbar (2019); Seruni & Kanian (2018); Surya (2018) which states that performance has a positive effect on the quality of public services. This shows that performance planning has been carried out in accordance with the agency's ultimate goal, namely providing quality services according to *stakeholder expectations* so that SCA's good performance will have a positive influence on the quality of services provided.

D. The Effect of Discipline on the Quality of Public Services

From table 7, it is found that the significance value of discipline is greater than 0.05 so it can be concluded that the dimension of discipline does not affect the quality of public services or does not support SCA in achieving organizational targets to provide quality public services. The discipline value of SCA employees cannot be used as the basis for the quality or not of the public services provided. This is because the discipline measure used in the SCA professionalism index is a history of disciplinary punishments that SCA has received in the last five years, which means it will stick with employees for a relatively long time. A person who has been sentenced to disciplinary action will have low scores on this dimension of discipline for five years so the data becomes irrelevant at different times. SCA with a history of disciplinary punishment may provide poor service to the public but it is also possible that the service will improve/increase over time. SCA, which has never been sentenced to disciplinary action, also does not guarantee that it will be able to provide excellent service to the community because it is the measure of community satisfaction with meeting their needs/expectations that determines whether the service is quality or not. Therefore, this study contradicts the results of research conducted by Ikhsani (2017); Safitri (2017); Panjaitan et al. (2019); Akbar (2019); Kurniasari & Oktarina (2020); Wakhidah & Pramusinto (2020); Indarwati (2020); Soetjipto et al. (2021); Pradana et al. (2022) which states that discipline affects the quality of public services.

E. The Effect of Educational Qualification on the Achievement of Strategic Goals of Non-Quality of Public Services

In table 7 the significance value of educational qualifications is less than 0.05 so it can be concluded that educational qualifications have a positive effect on the achievement of non-quality strategic goals of public services or affect work performance according to goal setting theory. The last education level of SCA employees is one of the factors that determine the success or failure of achieving predetermined strategic targets where the higher the education, the better the achievement of organizational targets/targets. The achievement of good performance also shows that the performance planning process is also good. People who have higher levels of formal education will be better at planning their organizational performance which in turn will also have an impact on achieving performance according to planning. Thus, the results of this study are not in line with the results of the first study where educational qualifications do not affect the quality of public services, in the fifth hypothesis, educational qualifications have a positive influence on the achievement of strategic targets other than the quality of public services.

F. The Influence of Competence on the Achievement of Non-Quality Public Service Strategic Goals

From table 7, it can be seen that the competency significance value is greater than 0.05 so it can be interpreted that the competency variable has no influence on the achievement of non-quality strategic goals of public services and does not support SCA in achieving organizational targets according to *goal-setting theory* . Many/at least, whether or not an SCA has participated in competency development activities such as training, seminars, workshops, courses, and similar activities is not a factor that determines the success of the organization in achieving the strategic targets/targets that have been set. Many factors affect the success of an organization to achieve its targets such as good governance, organizational culture, organizational commitment, leadership, and others. In reality, an organization that contains people who diligently participate in competency development activities does not guarantee that all organizational goals can be achieved. Because if in their daily life employees are more busy with competency development activities and are not optimal in achieving agency targets, it will actually hinder the achievement of organizational goals. Employees who rarely or even never participate in competency development punishment activities so that they get low scores on this dimension also do not necessarily cause the organization to have difficulty in achieving the goals it has set. This is not in line with the results of the second study where competence has a positive effect on the quality of public services, competence does not affect the achievement of other strategic targets besides the quality of public services.

G. The Influence of Performance on the Achievement of Non-Quality Public Service Strategic Goals

Based on table 7, the significance value of performance is also greater than 0.05, which means it can be concluded that performance does not affect the achievement of strategic targets for non-quality public services. This does not support Locke's concept of goal setting theory. Performance cannot explain its effect on the achievement of non-quality strategic goals of public services because an employee's performance appraisal in reality on the ground may not reflect the achievement of the organization's overall performance. If the targets/targets of the organization are in line with the targets of employees within the organization, the achievement of these organizational targets is a contribution from the performance value of the employees. In fact, some targets/targets of work units at BKN are not passed down to employees, but some stop at the leadership level only and some other unit targets are the responsibility of an employee alone so that the combined performance value of one unit's employees does not affect the achievement of goals. strategic. These results contradict the results of this third study which states that performance has a positive effect on the quality of public services. In this study, it was found that the achievement of non-quality strategic targets of public services was not affected by performance.

H. The Effect of Discipline on the Achievement of Non-Quality Public Service Strategic Goals

Based on table 7, the significance value of discipline is greater than 0.05, so it can be concluded that discipline has no effect on the achievement of strategic targets for non-quality public services. As explained in the discussion of the results of the fourth study, the dimension of discipline is measured based on a history of disciplinary punishments that have been received by an SCA employee in the last five years. This measurement becomes

irrelevant for a long period of time considering the many factors that can cause a person to change his level of discipline. Employees who have been disciplined in the past cannot be interpreted in the coming year as an undisciplined person so that the achievement of current strategic goals cannot be related to a history of disciplinary punishment in the past. In line with the results of this fourth study, where discipline has no effect on the quality of public services, discipline does not affect the achievement of strategic targets for non-quality public services.

CONCLUSION

Based on the data processing and analysis that has been done, it can be concluded that; Educational qualifications do not affect the quality of public services; Competence has a positive effect on the quality of public services; Performance has a positive effect on the quality of public services; Discipline has no effect on the quality of public services; Educational qualifications have a positive effect on the achievement of strategic targets for non-quality public services; Competence does not affect the achievement of strategic targets for non-quality public services; Performance does not affect the achievement of strategic targets of non-quality of public services; Discipline has no effect on the achievement of strategic targets for non-quality public services.

REFERENCES

Amalia, Suhardiman. (2017). Pengaruh Profesionalisme Kerja Pegawai terhadap Kualitas Pelayanan Publik pada Kantor Kecamatan Sungai Kunjang Samarinda. *Administrasi Publik*, *1*(1), 251–255.

Amin, Mohamad. (2020). Pengaruh Profesionalisme Aparatur Terhadap Kualitas Pelayanan Publik Bidang Administrasi Pemerintahan. *Public Policy (Jurnal Aplikasi Kebijakan Publik & Bisnis)*, *1*(2), 137–152.

Arikunto. (2019). *Prosedur Penelitian suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Bebbington, Jan, & Unerman, Jeffrey. (2018). Achieving the United Nations Sustainable Development Goals: an enabling role for accounting research. *Accounting, Auditing & Accountability Journal*.

Breitbarth, Tim, & Harris, Phil. (2008). The role of corporate social responsibility in the football business: Towards the development of a conceptual model. *European Sport Management Quarterly*, *8*(2), 179–206.

Dariansyah, Deddy. (2018). Pengaruh Disiplin Kerja, Motivasi dan Kualitas Pelayanan terhadap Kinerja Pegawai Kantor Pelayanan Pajak Pratama Kramat Jati. *Jurnal Sosio E-Kons*, *10*(2), 150–164.

Davis, James H., Schoorman, F. David, & Donaldson, Lex. (1997). Davis, Schoorman, and Donaldson reply: The distinctiveness of agency theory and stewardship theory. *Academy of Management. the Academy of Management Review*, *22*(3), 611.

Desa, Kementerian, & Transmigrasi, Pembangunan Daerah Tertinggal Dan. (2014). Ghozali, Imam. 2005. Aplikasi Analisis Multivariate dengan Program IBM SPSS 21. Semarang: Badan Penerbit–Undip. Hafidh, 2016. Kinerja Koperasi dengan Pendekatan Balanced Scorecard (Kasus: KUD Giri Tani Kabupaten Bogor).[Skripsi]. Institut Pertanian Bogor. Indranatha, 2013. Pengukuran Kinerja Berbasis Balanced Scorecard Pada Koperasi. *Jurnal Akuntansi Universitas*

Udayana, 8, 279–293.

Gordon, Thomas. (1996). Mengajar anak berdisiplin diri di rumah dan di sekolah. *Jakarta: PT Gramedia Pustaka Utama*.

Hendrawardani, Blandina. (2020). Pengaruh Pendidikan Dan Pelatihan Perangkat Desa Terhadap Tingkat Pelayanan Publik Di Desa Bonjok Kidul. *Jurnal E-Bis (Ekonomi-Bisnis), 4*(2), 234–251.

Lazzarato, Maurizio. (2009). Neoliberalism in action: Inequality, insecurity and the reconstitution of the social. *Theory, Culture & Society, 26*(6), 109–133.

Mattis, Jim. (2018). *Summary of the 2018 national defense strategy of the United States of America*. Department of Defense Washington United States.

Organization, World Health. (2019). *Global action plan on physical activity 2018-2030: more active people for a healthier world*. World Health Organization.

Parasuraman, A., Zeithaml, Valarie A., & Berry, L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *1988, 64*(1), 12–40.

Schlesinger, Philip. (1990). Rethinking the sociology of journalism: Source strategies and the limits of media-centrism. *Public Communication: The New Imperatives*, 61–83.

Sedayu, Ariraya Sulistya. (n.d.). Evaluasi Empat Dimensi Indeks Profesionalitas ASN Kementerian ESDM di Masa Pandemi. *Jurnal Administrasi Pendidikan, 28*(3).

Suryani, Lisa. (2021). *Analisis peran BUMDes Tor-Nangge dalam pengembangan dan peningkatan pendapatan UMKM di Kecamatan Sipirok*. IAIN Padangsidimpuan.