

IMPROVING THE QUALITY OF PUBLIC SERVICES IN THE SOCIETY 5.0 ERA THROUGH DIGITAL LITERATURE CAPABILITIES OF LLDIKTI APPARATUS FOR REGION XVI

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Abstract

Public services provided by the government must be able to keep pace with and in line with the digital technology that is developing today. The development of digital technology today will facilitate all government actions in providing public services in accordance with the authority and duties provided. The development of digital technology today is made by humans is growing, one of which is Society 5.0. The research method used is case studies, with research data collection techniques using literature studies derived from the documents, reports, books, scientific journals relevant to this study. The analysis technique used is a data analysis technique. The results of the study explain This requires increasing the competence of optimal apparatus to boost the credibility of government agencies by improving the quality of public services based on digital technology. The development of apparatus competence is one of which is the ability of digital literacy skills. The concept of digital leadership is used to develop the vision and mission of digital technology-based public services carried out by leaders in the face of uncertain and complex circumstances. The application of digital technology enables the creation of more efficient public services. The use of digital technology supported by reliable infrastructure and human resources is felt to be able to bridge access to public services amid all the drawbacks owned by the region.

Keywords: *Public Service, Era Society 5.0, Digital Literacy Skills*

INTRODUCTION

The development of the world due to the development of digital technology, has resulted in the government taking policies to balance the development of digital technology. Changes in the government sector, for example, are indicated by a decrease in the number of civil servants, as a result of restructuring, bureaucratic reform, and the use of information technology. Based on statistical data, the number of civil servants in 2015 was recorded at 4,590,604 people, then in 2016 it decreased to 4,374,341 people, in 2017 it fell again to 4,289,396 people, the number of civil servants continued to decline and on June 30, 2021, the number of civil servants to 4,081,824 people, from the previous year in 2020 there were 4,168,118 people. From 2015 to 30 June 2021, there was a decrease of 511,780 civil servants, or 11.14 percent.

During the briefing at the opening of the 2020-2024 RPJMN Musrenbangnas, President Joko Widodo also conveyed his thoughts on shifting civil servants by robots. The goal is to make the bureaucracy more efficient, effective, and fast, because administrative work is done with technology. Digitalization of public services, data and information management, and various routine administrative work, are quickly carried out with technology and artificial intelligence (AI).

Over time, public services provided by the government must be able to balance and be in line with digital technology that is currently developing. The development of digital technology today will facilitate all government actions in providing public services in accordance with the authority and tasks assigned. The development of digital technology today is that human beings are increasingly advancing and developing rapidly, one of which is Society 5.0 offered by Japan. The implementation of this concept allows every human being to use modern-based science (AI, Robot, IoT) to facilitate their needs. Humans themselves aim so that humans themselves can live comfortably with their needs

The development of society 5.0 is very influential on the development of science and practice of public administration. Artificial intelligence has provided various facilities for public administration in an effort to develop science and practice. However, it is often felt that there is still a stutter in public administration in dealing with technology, especially the implementers of public administration.

This is where the government often looks confused and stuttered in making its policy rules. Various events have shown the slowness of public administration in responding to the very fast environmental changes. Public management and public policy are always left behind and unprepared to respond to and face a dynamic and constantly changing environment (Andrews, Boyne, O Toole, Maier, & Walker, 2013; Ansell, Boin & Keller, 2010). This is the real challenge for public administration in the era of society 5.0. namely being able to quickly and accurately respond to any changes and turbulence that occur in their environment.

The Bureaucratic Reform Policy in Indonesia aims to build the figure and character of the state apparatus who has integrity, high productivity, and responsibility and has the ability to provide excellent service through changing the mindset (mindset) and work culture (culture set) in the governance system. Bureaucratic reform in Indonesia covers eight main areas of change in government agencies, including organization, management, laws and regulations, human resources of the apparatus, supervision, accountability, public services, mindset and work culture of the apparatus. As an effort to organize governance in a government agency, it is necessary to have a service concept that is realized in improving public services, namely strengthening the mindset and culture of public services through the establishment and application of Service Standards.

The process of forming the Higher Education Service Institution / LLDIKTI Region XVI has started since 2019 which was previously initiated by the Association of Private Higher Education Organizers (APTISI) together with the Private Higher Education Alliance (APERTI) Gorontalo. With the support of the Gorontalo Provincial Government, the Association of Higher Education stakeholders has initiated the birth of LLDIKTI XVI until finally the ratification of the establishment of LLDIKTI Region XVI is domiciled in Gorontalo with the working areas of Gorontalo, Central Sulawesi and North Sulawesi which is strengthened by the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 2020 concerning Organization and Work Procedure of Higher Education Service Institutions.

Efforts to establish LLDIKTI XVI Gosulutteng separately from LLDIKTI region IX domiciled in Makassar are first, to facilitate higher education services in order to facilitate the improvement of the quality of higher education, especially private universities. Second, the

acceleration of services for the management of higher education and non-educational instruments. third, shortening access and reach of higher education services, considering geographically the condition of the XVI region has the outermost state border and there are also several islands that are difficult to reach by mass transportation. Fourth, as an effort to make Gorontalo a Center for Education Services and a destination for higher education, so that it has an impact on increasing economic growth, accelerating the decline in unemployment and poverty in Region XVI.

The working area of the Region XVI Higher Education Service Institute, which was previously still affiliated with an institution called the Coordination of Private Universities, abbreviated as Kopertis Region IX Makassar, was one of the work units within the Ministry of Research, Technology and Higher Education (Kemendikbud) at that time, which hereinafter re-regulated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2020 concerning the Organization and working procedures of Higher Education Service Institutions, and finally regulated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 35 of 2021 concerning the organization and work procedures of Higher Education Service Institutions.

Along with the ratification of LLDIKTI XVI, domiciled in Gorontalo which covers the Provinces of Gorontalo, Central Sulawesi and North Sulawesi and is responsible to the Minister who carries out government affairs in the field of education. Furthermore, the Development of Higher Education Service Institutions is technically carried out by the Director General of Higher Education and the Director General of Vocational Education and administratively carried out by the Secretary General.

Referring to the Regulation of the Minister of Education, Culture, Research, Technology and Technology number 35 of 2021, Higher Education service institutions area work unit that helps improve the quality of higher education. In carrying out these tasks, LLDIKTI carries out the following functions:

1. Implementation of higher education quality mapping.
2. Implementation of facilitation to improve the quality of higher education.
3. Implementation of facilitation for improving the quality of higher education management.
4. Implementation of facilitation of higher education readiness in external quality assurance.
5. Implementation of facilitation of credit score assessment for educators and higher education staff.
6. Implementation of facilitation for the establishment of higher education institutions and the establishment of study programs.
7. Implementation of cooperation.
8. Management of university data and information.
9. Implementation of evaluation and reporting of tertiary quality improvement facilitation.
10. Administration implementation.

Seeing the workload and responsibilities of Region XVI Higher Education Service Institutions for all Private Universities both institutional services, academic and student

services, teaching and educational staff services, and Information System services and cooperation, it is necessary to have a service system based on digital technology.

It is a big question in providing services to all Private Universities in the coordination area of Region XVI Higher Education Service Institutions, how is the readiness of the apparatus of Regional XVI Education Service Institutions in providing services in accordance with the duties, functions and authorities possessed by the institution.

METHOD

According to the opinion of experts Bogdan and Taylor in Moleong (2016), the definition of qualitative methodology is as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. These experts argue that this approach is directed at the background and the individual holistically (whole). Along with the definition presented by Bogdan and Taylor, Krik and Miller in Moleong (2016:4) also define that qualitative research is a particular tradition in social science that is fundamentally dependent on observations of humans both in its area and in its terms. In qualitative research, the researcher alone or with the help of others is the main data collection tool. This can be done because if you use non-human tools and prepare yourself in advance as commonly used in classical research, it is impossible to make adjustments to the realities that exist in the field (Moleong, 2016:9). The data collected in qualitative research are in the form of words, pictures, and not numbers which are commonly referred to as descriptive. Thus, according to Moleong (2016:11) the research report will contain data excerpts to provide an overview of the presentation of the report. The data may come from interview scripts, field notes, photos, videotapes, personal documents, notes or memos, and other official documents.

Observing the phenomena that occur at the locus of observations in the research objectives, the approach used is this qualitative approach, namely the descriptive analysis method. The main source of data for this research is key informants. Key informants are parties who because of their experience or intensity of ASN LLDIKTI Region XVI are involved in efforts to improve the service quality of Regional XVI Higher Education Service Institutions to Private Universities in the Society 5.0 era. In addition, key informants are parties who because of their positions make them competent parties to provide the data needed for this research. To complete the data obtained from the informant (primary), it is necessary to support data (secondary), such as other supporting documents, research results that are relevant to research that can be obtained through journals, books, statistical data or other relevant sources. In order to avoid the bias that occurred to key informants in this study, triangulation was carried out on the information provided by key informants, both interviews and printed or written data or information. Triangulation is done by comparing the data and information obtained to test the validity of ASN LLDIKTI Region XVI. Informants were determined based on research data needs, namely those who were considered competent, because they had a comprehensive and adequate understanding of efforts to improve the service quality of Regional XVI Higher Education Service Institutions to Private Universities in the Society 5.0 era. The reference in selecting these informants is because they are representatives of parties who are directly related to the problems carried out by this research. Informants are also considered to have complete knowledge and

understanding in order to understand the problems that occur in the XVI Region Higher Education Service Institution

RESULTS AND DISCUSSION

A. Impact of Digital Skill Literacy Competence

Digital literacy is an individual's ability to use technology. The use of the term digital literacy was popularized in a book entitled *Digital Literacy* by Paul Gilster published in 1997. Paul Gilster (in Maulana) defines digital literacy as the ability to understand and use information in many formats from various sources when it is presented through a computer. Meanwhile, according to Deakin University's Graduate Learning Outcome 3 (DU GLO3), digital literacy is the use of technology to find, use, and disseminate information in the digital world. In addition, digital literacy is also defined as the ability to understand, analyze, assess, and organize information using digital technology. This means the community's ability to use digital technology and understand the impact of digital use in social life.

So that users, in this case the apparatus of Region XVI Higher Education Service Institutions and Universities, can recognize which websites can be used as references and which sites are not recommended. In this digital literacy, users can choose alternative search engines that are good for their information needs, are able to use search engines effectively (e.g., with "google search"). Specifically, digital literacy is a set of attitudes, understanding skills and abilities to utilize new media such as the internet, to access and communicate information effectively, as well as the ability to collect, organize, filter, and evaluate information, as well as form strong opinions (Bertelsman & AOL Time Warner, 2002: 13).

- a. Understanding Ability
- b. Ability to Use
- c. Evaluating Ability
- d. Production Ability

1. Make it easier for ASN to provide services to universities

In providing public services, especially for services to universities, the digital literacy skills of the apparatus will provide the use of digital technology-based services including two related activities, namely:

- a. Can perform data processing, data and information management, management systems, and work system processes electronically.
- b. Can take advantage of advances in digital technology so that every public service can be accessed easily and cheaply by universities within the Region XVI Higher Education Service Institution.

By implementing digital technology-based public services which are balanced with the digital literacy skills of the apparatus, the development of digital technology-based public services will result in quality public services whose directions are aimed at:

- a. Form a digital information network and public service process that has quality and scope that can satisfy customers, namely universities and can be reached by all universities within the Region XVI Higher Education Service Institution at any time that is not limited by space and time and is not limited by time and space. requires cost consequences.
- b. Establish interactive and communicative relationships with universities by providing

each other with the information needed, both for the development of the higher education institutions, and as a response to the services provided by the XVI Higher Service Institute to universities.

- c. Establishing more effective mechanism and standard operating procedures based on digital technology, so that it can be implemented by the apparatus of Region XVI Higher Education Service Institutions and can also be understood and implemented by universities
- d. Establish a management system and work process that is transparent and efficient as well as a tool for leadership control in evaluating the performance of public services at the Region XVI Higher Education Service Institution.

Douglas Alan Jonathan Belshaw in his dissertation entitled *What is digital literacy? A Pragmatic Investigation* examines in detail the meaning of digital literacy. Although every other country has a different understanding of digital literacy, it basically has the same basic concept, namely the ability to use and utilize communication and information technology.

Meanwhile Gilster (2007:25) also expands the concept of digital literacy as an ability to understand and utilize information from various digital sources to the ability to read, write and relate to information using technology and formats that exist in its era. Thus, the definition of digital literacy is still not final. The meaning of digital literacy varies which has been conveyed by several experts from each country. From some of these opinions, it can give us an understanding that in the era of Society 5.0, there is still a need for an agenda for changing the implementation of public services by the government, public services in the service sector will of course adapt to the information technology that will be used.

2. Provision of digital technology-based public service infrastructure in the era of society 5.0

The implementation of public services based on digital technology should be applied as early as possible. The use of digital technology supported by reliable infrastructure and human resources will be able to accelerate access to public services in the midst of all existing limitations. Infrastructure is the main thing that must be provided with adequate technological facilities. In several cities and regencies in the North Sulawesi Region, Gorontalo and Central Sulawesi, several universities in the center of the provincial capital are facilitated by the availability of facilities that can be used. Of course, this is inversely proportional to universities located in remote areas, 3T especially universities located in islands, where the availability of facilities is still minimal, even accessing the internet network is still difficult for them. Therefore, universities must be able to collaborate with local governments to be able to support the availability of information technology facilities in these various areas in order to make it easier for universities and students to access information provided through digital technology.

Another obstacle faced in the implementation of digital technology-based public services is that there are still people who understand the use of the internet. According to survey data collected by APJII (Association of Indonesian Internet Service Users) and the Indonesian Polling in 2019, 171.17 million people or 64.8 percent of the 264.16 million Indonesian population are said to be internet literate. This means that there are still 35.2 percent or about 92.99 million Indonesians who are still not internet literate. For this reason, in order to increase public awareness of digital technology literacy in the era of Society 5.0, it

is very necessary to socialize and educate the government and stakeholders to the community, especially universities about the importance of accessing information through digital technology.

3. Digital Leadership Ability

According to Rini Dewi Andrian in a journal entitled *Leader Strategy in Digital Leadership in the Era of Digital Disruption*, which states that digital leadership is a demand for an organization, especially education, in order to survive in the current digital era. In this case it should be noted:

- a. Startup technology-based emerged during the COVID-19 pandemic.
- b. A leader who does not have a digital leadership spirit, because the organization he leads will find it difficult to adapt to the digital era that is implemented
- c. What is needed now is a leader who must think and act faster than the changes that occur all the time.
- d. The expertise and agility of the leader become an absolute obligation and condition to enable him to continue to run and maintain the organization he leads.

Furthermore, it is said that digital leadership is the basic capital for leaders to be able to control the organization they lead to transform towards digital. Digital transformation in the work unit is of course adjusted to the services provided by the organizational unit.

The development of organizations that provide public services in the Society 5.0 era will be accompanied by the birth of a concept of leadership needed in the future in facing the Society 5.0 era. The new leadership concept is used to predict the best response that leaders can make in dealing with uncertain and complex situations. New criteria emerge based on needs, the greater the complexity of a situation, the need for leadership will increase.

Still in the journal, it is explained that the SP Jain school of Global Management uses a disruptive approach to discuss the skills that must be possessed in dealing with fast-paced future changes, namely leadership, teamwork, communication, business intelligence, critical thinking, design thinking, innovation, lifelong learning, and understanding of technology (Tarabasz et al., 2018). Disruption brings fundamental changes in almost all aspects of life, changes occur at a significant speed, shifts are carried out by small institutions that are more agile and distributed.

The development of digital technology will take over the majority of human jobs. Digitization/information technology will be able to provide access to the information we need as soon as possible, then of course it will give birth to various perceived benefits such as easy access, equality, as well as increased welfare, but on the other hand it also has an impact on problems becoming more complicated, choices vary greatly so that blur the focus of the goal, and the situation becomes so dynamic. Digital thinking leadership from a leader in this case will have its own challenges to be able to survive in managing the organization, of course in accordance with the integrity of the organization.

Digital leadership in three types of leadership, namely a) Digital Investors, namely senior executives who embrace mindsets, uncover opportunities, invest in talent for ideas and intelligence, forge partnerships and build an ecosystem for innovation to thrive; b) Digital Pioneers, namely future planners who shape new business models and lead superior digital strategies. This is explained by Abbatialo (2017); c) Digital Transformers (Digital Transformers) are leaders who are able to manage people through radical change. In this era

of rapid change, a leader is needed who is able to manage and direct the people under him to adapt to radical changes.

For this reason, in providing public services in the era of Society 5.0 at the Region XVI Higher Education Service Institution, a leader is needed who is able to adapt to the development of digital technology. In addition, a leader in the era of society 5.0 must be able to have a future vision and mission based on digital technology. So that in order to achieve the goals of government organizations in the current era, of course, many aspects are fulfilled, namely, among them the element of leadership or leaders who are digitally minded and capable. Because an organization's success is not only measured by the performance of its staff or personnel, but also determined by the competence factor of the organization's leaders. In today's era, a new leadership style that has skills is needed.

CONCLUSION

In order to improve the quality of public services in the era of Society 5.0, increasing the competence of Digital Literacy Skills for Higher Education Service Institutions Region XVI is a must. In an era where all types of services and information are based on digital technology, it demands various efforts to optimize public services based on digital technology.

Digital technology has become very important and major as one of the innovations in public services. In addition to making it easier to facilitate work, people also take advantage of internet facilities as a means of long-distance social interaction. especially now that the internet is very easy to access via smartphones that can be taken anywhere. So another concept of society 5.0 is to make the internet a medium to construct the virtual world into the real world. For this reason, it is necessary to have an infrastructure that supports digital technology in providing public services as a means of implementing society 5.0. Because adequate infrastructure facilities in information technology will be the key to the success of transforming public services in the digital era as it is today.

The rapid development of an advance in information technology, of course, needs to be anticipated in developing a digital competency capacity program for the leaders themselves. A special program is needed for organizational unit leaders to be able to adapt to the development of information technology, so that in carrying out their duties later they will be able to collaborate with the concept of developing information technology-based public services. Another thing that is no less important is the common understanding of digital literacy between the leadership and the staff, so that later in its implementation the total organization will be able to work because they have the same understanding of public services based on digital technology.

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