

School institution services in human rights perspective

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Abstract

The purpose of this study is to analyze the services of school institutions in the perspective of Human Rights. The research method used a quantitative approach. Location of State Senior High School of Padang with 16 principals and 400 educators and educational staff as population and 46 samples who become respondents. Data were collected through questionnaires that have been validated and processed through Path-Analysis techniques. The results of the study prove that all variables, namely two independent variables and one moderator variable studied showed significant relationship and influence on the dependent variable. The results of this study indicate that professional services, not neglect, and humane policies can be used as models of institutional services in the context of different school cultural values spatially, so have the reliability of the model.

Keywords: Services, school institutions, human rights



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Introduction

This research is motivated by the phenomenon of Komnas HAM West Sumatra Representative (2006-2010) review on the behavior of the civilian bureaucracy (Pemda) that is not insightful of human rights (aka violating human rights). Not working professionally, exceeding authority, disobeying existing duties, neglect or omission of duties, to the detriment of society, as well as to make policies that violate the rights of the people. The results of the research (Pusham UNP, 2010) are not the focus of local government apparatus in the practice of public services, both in the school environment. There are at least two things that cause the non-birth of public services that satisfy citizens at the local government (school institutions), namely (1) the agency's ego feels the power (abuse of power), the school leadership affected the successful team.

The local bureaucracy of West Sumatera Province indicates human rights violations, in various cases of Abuse of Power, Violation by Ommision, Violation (Violation by Ommision), Violation by Ommision (Violation by Ombision), Violation by Ommision by commission (inhumane Policy), ASN especially Civil Servant Teachers are often late for duty. This condition is indicated by the violation of the Convention on the Right to Ecosobles (UU NO.12 / 2005). Service to the people is neglected, policy is not right target, civil servants do not work maximally.

Ombudsman Representative of West Sumatera (2015) revealed the tendency of ASN compliance in West Sumatra in the implementation of Law No. 25 of 2009 on Public Services, 65% of local governments do not have the means / media / gauge of customer satisfaction on OPD. Furthermore, satisfactory public services will improve the performance (Vigoda & Gadot, 2006), and supported by professionals in the OPD device (Froehle, 2006). However, in 2006 until now there are still teachers and PTK appointed from honorary workers who enter without a measurable test of competence, which causes the PNS is not professional.

The relationship between over-privileged / unemployed professionals, neglect / omission, and inhumane policies and relationships with school services is interesting to study and investigate. Is there a significant influence between professionalism (abuse of power) on services by schools ?. Is there any influence between the professionalism of the citizen trust and the school service ?. Is there a significant influence between the school policy that is humane towards the satisfaction of the school community with the school service ?. Is there a significant direct effect between the school's humane policies on school services? Is there a significant influence between professionalism, negligence, and inhumane policies with school services?

Literature Review

In the Vienna Convention 1993 it says that: "The Rights to Development", which includes among others: Article 1 HRD: The right to development is: the inseparable human rights whereby every human person and all citizens in every organization is entitled to participate. Article 9 HRD: emphasizes more on the role and obligation of States to take steps, at the national level to realize "Human Rights of Development" and ensure equal opportunity for all in access to basic sources, education, bureaucratic paradigms as state authorities shift to public servants or community service providers (Vigoda & Gadot, 2006, Kurniawan & Puspitosari, 2007, Ratminto & Winarsih, 2008, Napitupulu, 2007, Ndraha, 2005). The foundation of development is to place human as the subject of development, then the development prioritizes the service of citizens or the community.

Policy of School Institution with Human Rights as Determinant of School Residents Service

Institutions or schools that violate human rights are described in Law No.39 of 1999. In its formula it is said that "Human rights violations are any act of a person or group of persons including the state apparatus whether intentional or unintentional or negligence which unlawfully reduces, overrides, limits and / or deprives the human rights of any person or group of persons guaranteed by this law, and does not get, or is feared will not obtain a fair and just legal settlement under the applicable legal mechanism (Article 1 point 6 of Law No. 39 of 1999) .

Forms of human rights violations in school institutions are.

Abuse of power, the actions of school leaders, education offices, school committees to the community or citizens of schools outside or beyond the limits of power and authority established in the legislation, meaning not working in a professional manner, indicated as a violation Ordinary human rights

Violation by omission (omission). This means not taking action on an offense, such as the absence of a school regulation in order to protect the citizens of the school. Or make negligence, thus harming residents or all elements of the school.

Violation by commission (deliberately doing). It means making a policy or taking action that causes a human rights violation, such as a law or a school policy, but its contents violate the rights of the citizens

of the school. The tendency of human rights violations is done by anyone who has the power (Law No. 39 of 1999).

1. The Existence of School Bureaucracy Policy

According to Mintzberg (1983), policy refers to the behavior of illegitimate informed groups and individuals (clandestine). There are organizational phenomena, which are less supportive, such as organizational behavior, living culture, less democratic institutional linkages.

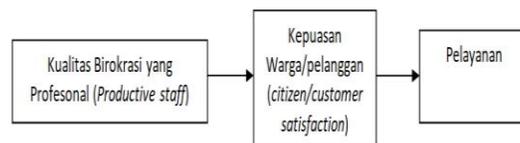
2. Construction of Birokras School Policy.

Brin (1990) considers that superior organizations are obliged to pay attention to the principles of democracy (competitive, transparent, equality, non-discrimination and law informant (Meriam Budiardjo 2000).

Professional Quality Factor of Human Resource as Determinant of Citizen Service

Professionalism is one's ability about something, both theoretical and practical. Thomson and Mori (2004) found that; (1) competent staff and (2) fair-serving staff as professional attributes have given positive support to citizen satisfaction significantly. Its contribution was found at 16%. This means that the competence and positive behavior that someone has become a determining factor in the service of citizens. This finding is supported by Froehle (2006) research which makes the knowledgeable variable in the sense that public sector service employees have; the service provider's ability to perform adequately, has been shown to have a significantly positive relationship with citizen satisfaction in public service, and its contribution to service improvement is 20%, four percent above that found by Thomson and Mori. George (1999) says that waiters (staff) must be knowledgeable, such as the expression "knowledgeable employees are better trained, up-to-date, and educated with respect to the details of their functions and their firms' products and services".

It is also supported by Mintzberg (1989) with expertise. Thomson and Mori (2004), Froehle (2006) "We are interested in developing and implementing a new product. Then George (1999) "knowledgeable employees are better trained, up-to-date, and educated with respect to the details of their functions and their firms' products and services", and supported also by Mintzberg (1989) with the term expertise. The linkage of apparatus professionalism with citizen services can be seen as conceptualized by Harvard Business Review and Bain quoted Freddy Rangkuti (2013) as follows.



Sumber: Adaptasi dari *Harvard Business Review and Bain* kutipan Freddy Rangkuti (2013)

3. Effects of Bureaucracy Policy on School Citizens' Services.

School culture is still not transparent, not accountable and less equality fellow citizens of schools, still have less characteristic learning outcomes for example in HR management, finance, and administrators, and so on (Subarsono, 2006).

The influence of the internal policies of public organizations (schools on service, Vigado-Gadot (2006) has investigated two factors that drive public services, policies and ethical factors. Vigado-Gadot found its influence on school service, participation and policy orientation Vigado conceptually - Gadot modeled as follows:



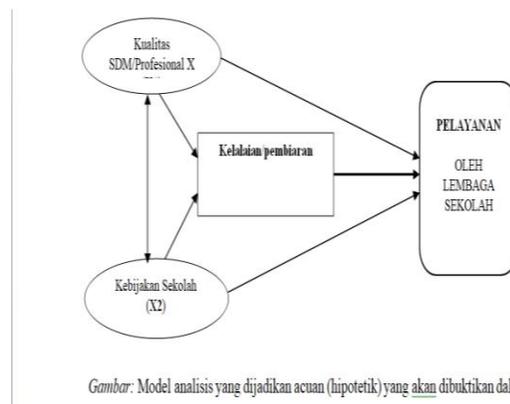
Sumber: Adaptasi dari Vigado-Gadot(2016)

While directly and indirectly or through professional variables, do not neglect, humane bureaucratic policies affect citizen services, such as the findings Research results Pusham UNP (2014) concluded that if the school as a government pay attention to the 8 standards of basic needs of citizens in accordance with the right to education in legislation invitation. Basic needs are reflected in the three forms of human rights value elements that must be considered in the school service that is professionalism, not doing negligence, and humane policies

Research Methods

This research uses quantitative approach with statistical analysis. The research variables consist of: 1) quality of human resources / professionalism (X1) and 2) bureaucracy policy (X2), and humane policy as independent variable, and 3) school service as dependent variable. The population of this research is SMA Negeri Kota Padang with 16 schools.

The data of this study were collected from respondents by using questionnaires. Testing of respondents was analyzed using Product-moment formula. The test results show that all the questionnaire items are valid and all the variables are reliable. Data analysis techniques used are Path-Analysis and Structure / Simultaneous Equation Model (SEM). As for the model of analysis in this study is the framework or conceptual research as presented below.



Gambar: Model analisis yang dijadikan acuan (hipotetik) yang akan dibuktikan dalam penelitian.

Research Results

1. Statistical Analysis
 - a. Significance Testing Regression Estimates

Based on the description of the regression analysis among the variables in this study, it can be concluded that all the regression equations between variables in this study is significant because F value obtained is smaller or equal to 0.05 significance. Based on the results of significance test of regression equation to path analysis can be concluded, that the relationship of the path is very significant and thus meet the requirements for use in testing the research hypothesis with path analysis model (path analysis).

b. Hypothesis testing

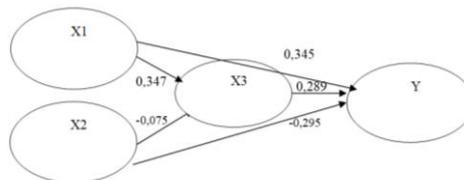
After performing the testing of the fulfillment of the requirements of the analysis as a research study, the next researcher conducted a test of research hypothesis conducted through the steps as follows.

- 1) Submission of Conceptual Model
- 2) Path Analysis Model
- 3) Operating Analysis Model with Computer

Based on the results of the above analysis, then will be described the operation of path analysis model (path analysis) with the following phasing.

1. Identifying the Path Coefficient
2. Calculating the Path Coefficient for Residuals
3. Testing Influence Significance
4. Summarize the Direct and Indirect Influences
5. Filling Into Model Coefficients

Based on the analysis of hypothesis testing of each exogenous variable on the endogenous variable and path analysis model, it can be presented the path coefficient as illustrated below:



Figure# Influence Analysis Model X1, X2, Against X3 and Y

The following table presents a summary of the direct and indirect effects of X1 and X2 against X3 and Y, as shown in the following table.

Tabel : Rangkuman Pengaruh Variabel Eksogen Terhadap Variabel Endogen				
No	Variabel	Pengaruh		
		Langsung	Tidak Langsung	
1	X ₁ terhadap X ₃	0,347	-	
2	X ₂ terhadap X ₃	-0,075	-	
3	X ₁ , X ₂ terhadap X ₃	0,350	-	
4	X ₁ terhadap Y	0,345	-	
5	X ₂ terhadap Y	-0,295	-	
6	X ₃ terhadap Y	0,289	-	
7	X ₁ terhadap Y melalui X ₃	-	0,00975	
8	X ₂ terhadap Y melalui X ₃	-	0,00306	
9	X ₁ , X ₂ dan X ₃ terhadap Y		0,309	
Jumlah		0,500	0,025	

Based on the calculation of path coefficients and the magnitude of direct and indirect effects of exogenous variables on endogenous variables, it can be drawn conclusions so as to provide information as follows:

1. Direct relationship between variables can be concluded that the largest contribution affecting Y, either directly or indirectly that is derived from X1 to Y with effective contribution percentage of 0.345.
2. The second largest contribution followed by variable X3 to Y with effective contribution percentage amounted to 0.289. Meanwhile, the relationship between X2 to Y to form a negative relationship that is equal to -0.295
3. The indirect relationship, the largest contribution comes from X1 to Y through X3 of 0.00977. Meanwhile, the smallest is the indirect contribution derived from X2 to Y through X3 of 0.00306. And the effect of X1, X2 and X3 simultaneously to Y is significant that is equal to 0.41.

Discussion

1. Direct Influence of Quality of Human Resource / Professional (X1) to People's Trust to Regency Service (Y)

Based on the above calculation there is a direct contribution of variable quality of human resources (X1) to the trust (Y) that is equal to 0.345. That is, there is a direct influence of professionalism on school services, it can be said that with the professionalism, it will improve service to performance. This is due to professionalism related to the quality of work.

A person who is a professional in the work will have a high loyalty so that his responsibility for his obligations will be high. They will work with wholeheartedly and sincere. Thus it will affect the positive work result that will improve the service. If a person works with a full professional then he will be able to condition various problems in work so that every obstacle that comes can be overcome. The professional person has extensive knowledge, especially on the field that he pursue (Wan Usman, 1998). This is what causes education and education personnel and other components in the school able to work wholeheartedly. because public trust is more encouraging ASN schools work well. Without the trust of the citizens, the officials are less able to work well. This is in accordance with the statement of Gounaris and Venetis (2002 in Rusdin 2004) suggests that service is an important factor in mutual relationships. Thus, there is a positive relationship of professionalism with school services.

Based on the above explanation, it can be concluded that the better the professionalism of the increasing service to the citizens. Thus the improvement of professionalism is related to the increase of service.

2. Direct Influence of School Policy (X2) with Service (Y)

Based on the above calculation there is direct contribution of school policy variable (X2) to service (Y) that is equal to -0,295. With negative coefficient gain (-0.295), then between inhumane policy variables and public trust have a negative relationship. This means that the higher levels of inhumane policies in the organization the lower the service. It can be said that the inhumane school bureaucracy policy is something people expect. Many consider the inhumanity of school policies as a less democratic way of organizing a school mission. Kreitner (2006) explains that the main factors leading to the emergence of policy behavior are the uncertainty in school organizations, such as unclear goals, unfamiliar performance measures and performance, the decision-making process is not well-defined.

3. Direct Influence Negligence / omission (X3) on Service (Y)

The results of this study indicate the direct contribution of variable satisfaction of the people (X3) to the trust (Y) that is equal to 0.289. That is, there is a direct effect of negligence on service. In other words, between omission and service variables have a linear relationship, that is, both variables have a positive relationship.

If the citizens of the school feel satisfied with the services provided ASN, then the performance will increase. Not doing negligence in work will be born service which is in accordance with the expectation of citizen. This conformity of expectation leads to public service. So that neglect is closely related to service. The less negligent, the more service. Thus awareness of work will lead to increased performance to service.

4. Direct Effect of Human Resources Quality (X1) on Service (X3)

The results of this study indicate that the variables professionalism apparatus (X1) affect the service (X3) of 0.347. It can be said that in the presence of professionalism, it will improve service. In other words, between the variables of professional apparatus and service have a linear relationship. That is, both variables have a positive relationship. If the officers work with professionals then the service will increase. This statement is in accordance with Sairin (2003) stated that someone who has a high professional in work will have a variety of positive attitudes that greatly support the success of a job. Mulyasa (2005) identifies that someone who is a professional in the work will have a high responsibility in working. Morale will arise because professionalism is associated with a high commitment in duty.

5. The direct influence of bureaucratic policy (X2) on Rakyat Service (X3)

The results of this study indicate a negative relationship between school policy variables (X2) and service (X3) is equal to -0.086. With the gain of negative coefficient (-0.086). This means that the higher levels of inhumane policies, the lower the service. Increased inhumane policies have a negative impact on services. It can be said that in providing services, inhumane policies need to be reduced, such as burdensome burdens in levies, in order to improve performance. Similarly, Wan Usman (1998) states that policy is an activity to acquire, develop, use power and other resources to obtain desired results in situations where there is uncertainty or disagreement about a choice. For that we need to be careful.

Conclusion

Based on research findings, analysis and discussion above, it can be concluded as follows.

1. Together between the quality of human resources / professionalism and negligence behavior, and humane bureaucratic policies provide a contribution to good school services. For that third aspect must be a concern in the direction of service with a human rights perspective
2. The model proposed in the design of this study proved to be a concept in improving services that are oriented human rights.
3. The suggested things are as follows.
4. This research can be continued with the model in several other schools by considering various influential variables
5. In developing the quality management of the school, this model can be used as a guideline to improve the professionalism of educators and education personnel, awareness of *tupoksi* or workload

so that there is no negligence, as well as for the humane school policy, avoid the element of human rights violations.

6. Considering the three elements of human rights values, the school has provided services in the perspective of human rights. This means that it meets international human rights standards, in accordance with what has been ratified by the Government of Indonesia.

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