ISSN:1582-2559

English Course Service Development Model for Quality of Public Service in Higher Education

Djunaidi[1*], Alfitri[2], Andries LIONARDO[3], M. Husni THAMRIN[4]

[1,2,3,4]Universitas Sriwijaya
Email: djunaidi@unsri.ac.id[1], alfitri@unsri.ac.id[2], andries_lionardo@yahoo.co.id[3], husnithamrin@fisip.unsri.ac.id[4]
*Corresponding Author

Received: 18.09.2022 Accepted: 10.11.2022 Published: 01.06.2023 DOI: 10.47750/QAS/24.195.45

Abstract

This study aims to analyze the service quality of English courses provided by UPT Language University. This research is descriptive qualitative research. Two UPT Languages at leading universities in Indonesia were used as research subjects. Data collection techniques in this study are interview techniques, documentation, and observation (observation). The latest finding in this research is the TRRAELE model which is an acronym for Tangible, Reliability, Responsiveness, Assurance, Empathy, and Language ethics. This model was created based on problems that occur in the field based on research gaps that expectations do not match reality. The TRRAELE model is the result of the author's contribution as a research novelty which will also be useful for other researchers. The steps of the TRRAELE model are 1) Identifying service problems that occur. 2) Looking at services from a tangible dimension, taking into account several indicators, namely physical completeness, and appearance of staff and instructors. 3) Look at the service reliability dimension, namely the clarity of course registration procedures, the skills of staff and instructors in serving participants, and the presence and readiness of staff and instructors to serve (teach). 4) Look at the responsive dimension of service, namely the speed of staff in providing services, the speed of staff in solving service problems and responding to questions from course participants quickly. 5) Look at the service dimension of assurance, namely the staff informs the time of the course, and the ability of staff and instructors to answer questions. 6) Looking at the service dimension of empathy, namely the friendliness and treatment of staff and instructors. 7) Looking at the service dimensions of language ethics, namely the rules and ways of speaking when providing services. 8) Maximizing course services.

Keywords: *English course service, service model.*

A. Introduction

The progress and changes that occur indirectly require the community to be able to keep up with the times in their daily lives. Included in the world of education is growing day by day, demanding society to be able to keep pace with increasingly modern technological developments. Education has an impact on language development. Language in general plays an important role in human life. One of them is to acquire, study, and use language as a means of communication and at the same time as a social symbol of humanity. By using language, one can make statements, convey facts and knowledge, explain or report something, and maintain social relations between language users. This shows that by using language, people can express their ideas, feelings, and information through communication.

Starting from fulfilling educational needs to entering the world of business or the world of work, one of the most needed languages in this field is English. English has become a universal language used in the world of technology, education, politics, trade, and so on. There are many ways to improve one's English skills, one of which is by attending training or courses at course institutions, both private and public educational institutions. Seeing the needs that must be met both from students and the general public, various institutions present English language courses that are offered throughout Indonesia. There are many ways to learn English so that you can master the language well, one of which is by choosing English course institutions that prioritize good service. Crabbe (Heater, 2013) suggests considering three parallel domains of inquiry: theoretical, namely about the conditions that must be met, for language learning to occur, cultural context-oriented inquiry into current teaching. Practice in any context, and management's inquiry into how to establish and ensure good practice in the public service.

Public services are organized to support and promote services needed by the community and to provide them in an appropriate, fast, transparent, and accountable manner. Public services are expected to realize the public interest in the performance of government administration. In general, service personnel lacks the will to hear complaints or suggestions from the community. As a result, services are carried out as is, without any improvement from time to time. Inefficient, the various requirements needed (especially in licensing services) are often irrelevant to the services provided. From the aspect of human resources, the main weaknesses are related to professionalism, competence, empathy, and ethics. Various views also agree that one of the elements that need to be considered is the issue of the right compensation system. Carvalho (Potipiroon et al., 2019, p. 2) suggests that the quality of interpersonal interaction with the public is a key attribute of public services that help to improve citizens' perceptions of government.

Normative issues are seen during the reformation period, and various laws and regulations have been made by the government to improve the quality of public services. In a democratic system, the motivation to improve services is often raised in the competitive selection of legislators who campaign for reform platforms (Jordan, 2014, p. 97). Service quality refers to the difference between reality and expectations, if the reality exceeds what is expected then it can be said to be very good, but if the reality is less than expected then the service can be said to be bad. Service is a concern in meeting the expectations of visitors or customers to improve public services (Robinson, 2003). Meanwhile, according to Abdullah (Marimon et al., 2019), the concept of service quality related to satisfaction has stood as a central point for the higher education system. Educational institutions are public organizations that ideally provide quality services. Every educational institution hopes to obtain a quality education, but in reality, it takes a long time to achieve and maintain this education, bit by bit and requires the cooperation of all components of education. If educational institutions can meet the needs and expectations of their students, parents, community, and government, then these institutions can achieve high service quality.

About public services, this study examines the administrative services of the Language Service Unit and Language Development Center which support the needs of students and the general public in the form of English language courses that are indispensable in life. The problem is empirical in that at the tertiary level there are service units that are divided into faculties, institutions, bureaus, technical service units, and language development centers. The University Technical Service Unit is an extension of the Ministry of Education and Culture, Research and Technology, and the Ministry of Religion, which also has service units contained in the management organs. The Management Organs of the Technical Service Unit consist of the Chancellor and Deputy Chancellor, Bureau, Faculties and Postgraduate Studies, Institutions, Technical Implementation Unit, and Language Development Center. Every Technical Service Unit or Language Development Center at the tertiary level that has English course services will compete to be the best. The Language Technical Service Unit and the Language Development Center certainly have the desire to have a large number, of course, students and hope to become the number one institution in society. More and more English course institutions are developing in the community, causing all course institutions to be more valuable than other English course institutions which highlights the uniqueness and improve the quality in service. The better the service quality is maintained, the higher the quality of the English language course institutions in the Language Technical Service Unit and Language Development Centers at various universities.

There are 2 universities in this study that provide good English course services. Both of these universities have names in English language course institutions, namely the Language Technical Service Unit and Language Development Center. The Language Technical Service Unit and Language Development Center are Technical Implementation Units with the function of language training or course services. The services provided must be of good quality in maintaining the quality of the language institution.

Relevant research was carried out by Daniel Dido Jantce TJ Sitinjak, Maman and Jaka Suwita (2020) in the journal Ipsikom with the results of research on the analysis and design of administrative information systems for English courses. This research shows several results that administrative services in the English course at the Intensive English Course in Ciledung have not been computerized, so that difficulties were found in processing data such as schedules, student data, certificates and course payments (Daniel Dido Jantce TJ Sitinjak, 2020). Similar research was conducted by Keith Walley in the Journal Language Training in China. The results of research available on the journal identified and quantified key aspects of service quality related to language training in China and the interest/performance analysis (IPA) found that management should focus their attention on maximizing training costs, availability of learning materials, and course start and completed on time (Walley, 2011). The difference between this research and research conducted by researchers is that this study discusses the quality of service in providing language training in China so as to increase the availability of learning materials completed on time. While the research conducted by researchers is to develop a service model for English courses. The similarities between the two studies are that they both provide services for language services.

The main reason the researcher chose the Language Technical Service Unit and the Language Development Center, especially English courses, is the object of her research because the Language Service Unit and Language Development Center are centers for learning English which is an international language used in the world of work in the global market. The researcher also observed that the University Technical Service Unit, especially in providing English courses, experienced various problems which became obstacles in the services provided, such as inadequate course facilities at the Language Technical Service Unit and the Language Development Center. This can be observed at the registration site where only one place is provided so that course participants have to queue and the registration process is slow and long. Classrooms that are used as English courses have not been provided optimally because the facilities in them such as the use of Air Conditioner (AC) during the course are often unstable, this results in inconvenience for course participants while in class. Meanwhile, there is no special waiting room, making course participants wait anywhere. The toilets in the Language Technical Service Unit and the Language Development Center are still poorly maintained. While the officers at the Language Technical Service Unit and the Language Development Center were neatly and politely dressed, however there were several officers who did not wear the full attributes of the University. Officers are disciplined and direct course participants well but the flow of service is still slow because the facilities are incomplete. Furthermore, if seen from the teaching staff, all of them hold masters degrees in English Language Education. The weakness of these teaching staff is that all of them have never had an English language course or training in an English-speaking country. This resulted in an understanding of English culture that was not well understood to teach the participants. Another thing that is now a weakness in the Language Technical Service Unit is that there are no teachers from English-speaking countries (English Speaking Country), so that English is taught not accompanied by the culture of English speakers.Both of these universities have names in English language course institutions, namely the Language Technical Service Unit and Language Development Center. The Language Technical Service Unit and Language Development Center are Technical Implementation Units with the function of language training or course services. The services provided must be of good quality in maintaining the quality of the language institution.

Relevant research was carried out by Daniel Dido Jantce TJ Sitinjak, Maman, and Jaka Suwita (2020) in the journal Ipsikom with the results of research on the analysis and design of administrative information systems for English courses. This research shows several results that administrative services in the English course at the Intensive English Course in Ciledung

have not been computerized so difficulties were found in processing data such as schedules, student data, certificates, and course payments (Daniel Dido Jantce TJ Sitinjak, 2020). Similar research was conducted by Keith Walley in the Journal Language Training in China. The results of research available in the journal identified and quantified key aspects of service quality related to language training in China and the interest/performance analysis (IPA) found that management should focus their attention on maximizing training costs, availability of learning materials, and course start and completed on time (Walley, 2011). The difference between this research and research conducted by researchers is that this study discusses the quality of service in providing language training in China to increase the availability of learning materials completed on time. While the research conducted by researchers is to develop a service model for English courses. The similarities between the two studies are that they both provide services for language services.

The main reason the researcher chose the Language Technical Service Unit and the Language Development Center, especially English courses, is the object of her research because the Language Service Unit and Language Development Centers are centers for learning English which is an international language used in the world of work in the global market. The researcher also observed that the University Technical Service Unit, especially in providing English courses, experienced various problems which became obstacles in the services provided, such as inadequate course facilities at the Language Technical Service Unit and the Language Development Center. This can be observed at the registration site where only one place is provided so that course participants have to queue and the registration process is slow and long. Classrooms that are used as English courses have not been provided optimally because the facilities in them such as the use of an Air Conditioner (AC) during the course are often unstable, which results in inconvenience for course participants while in class. Meanwhile, there is no special waiting room, making course participants wait anywhere. The toilets in the Language Technical Service Unit and the Language Development Center are still poorly maintained. While the officers at the Language Technical Service Unit and the Language Development Center were neatly and politely dressed, however, several officers did not wear the full attributes of the University. Officers are disciplined and direct course participants well but the flow of service is still slow because the facilities are incomplete. Furthermore, if seen from the teaching staff, all of them hold master's degrees in English Language Education. The weakness of these teaching staff is that all of them have never had an English language course or training in an English-speaking country. This resulted in an understanding of English culture that was not well understood to teach the participants. Another thing that is now a weakness in the Language Technical Service Unit is that there are no teachers from English-speaking countries (English Speaking Country) so that English is taught not accompanied by the culture of English speakers.

Officers at the Language Technical Service Unit and the Language Development Center have not adopted a warm-hearted attitude when greeting course participants. When potential participants register, the environment at the registration site should be for all officers to use Indonesian, but most of them use local languages. Even in providing services, the language used has not been spoken based on the way of language that is by the ethical norms of language. Seeing the problems that occur, it is necessary to maximize the quality of English language course services at the Language Technical Service Unit. In improving the quality of public services, a good service model is needed to maximize and increase the satisfaction felt by course participants.

The service model that has been known so far has 5 dimensions, namely Tangible, Reliability, Responsiveness, Assurance, and Empathy (Parasuraman, Zeithaml, 1988). The presence of a model that is already worldwide and even known to all researchers related to public service research requires a new model by adopting a model that has been born or already exists. Therefore the researcher proposes the latest model (proposed model) as the author's contribution to the latest research findings. There is a problem obtained through field observations as a public service need, existing theory has not examined the dimensions from the point of view of the language used by service providers (employees). For this reason, it is necessary to provide solutions to problems that result in gaps in public services to improve the quality of services in institutions that are the object of research. Public services provided are not only about physical equipment, speed, ability, certainty, and attention. However, services in communicating with due regard to the rules (ethics) of the language used need to be prioritized as a condition for providing the best public services.

The service dimension stems from several existing elements, namely tangible, reliability, responsiveness, assurance, and empathy, but looking at the research gaps (gaps) that occur in the field that cause problems in public services, especially English language course services at the Language Services Unit. The services provided are not as expected. Based on the expectations of course participants, services can be provided optimally and according to their expectations. But in reality, the customer's needs have not been met, the perceived service is still lacking and from a communication point of view, the use of language is not by the rules. For the service to meet the needs of course participants so that it is as expected, it is necessary to pay attention to several dimensions that already exist in the service including, tangible direct evidence such as physical facilities and infrastructure, the appearance of staff, and instructors in the Language Technical Service Unit. Reliability is the ability that is given reliably, such as the clarity of course registration procedures, the skills of staff and instructors in providing services, and the presence and readiness of staff and instructors to serve course participants. Responsiveness is the responsiveness or response of employees to course participants, the speed of staff in providing services, and the speed of staff in solving problems that occur in this UPT Bahasa.

Assurance is a guarantee or certainty given by employees in fostering a sense of trust in course participants in the services provided, such as staff providing information about course schedules, and the ability of staff and instructors to answer course participant questions. Empathy is the attention given by employees to course participants such as being friendly and being able to act fairly when providing English language course services at the Language Technical Service Unit. These five dimensions need to be considered when providing services, services will feel optimal if they meet all the expectations and needs of customers (course participants) based on the dimensions of tangible, reliability, responsiveness, assurance, and empathy. There is a research gap and problems that occur in the field regarding English language course services that need to be maximized.

B. Methodology

This research is a qualitative descriptive study, which aims to describe and analyze the development model of English

courses in maximizing the quality of public services. This research was conducted at two leading universities that have well-managed language institutions in Indonesia. This research is intended to describe situations or events precisely and accurately, not to look for causal relationships (Yusuf, 2017).

The type of data used in this study was obtained from the researcher's initial observations to ascertain problems that occurred in the field, conduct in-depth interviews with informants, and seek relevant studies through books, journals, regulations, and other documents. Data collection techniques in this study are interview techniques, documentation, and observation (observation). The data analysis technique used in this study is an analysis using an interactive model which includes four components of analysis, namely data collection, data condensation, data display, and conclusion (Miles and Huberman, 2005).

C. Results

1. Model of English Language Course Development at UPT Bahasa

The model for developing English course services in this study is called the TRRAELE model. The TRRAELE in question is Tangible, Reliability, Responsiveness, Assurance, Empathy, and Language ethics.

a) Tangibles

Based on the results of the interviews conducted, it was obtained data that the condition of the class, registration area, waiting room, language laboratory, and toilets owned by the Language service unit was sufficient but needed regular repairs and maintenance. This was proven during direct observation and interviews with course coordinators, language service unit staff, and course participants. The course coordinator continues to support changes in facilities in the language service unit. The completeness of existing facilities is quite complete and adequate but needs repair and maintenance, such as class courses, registration areas, waiting rooms, language laboratories, and toilets.

Still related to the classrooms used for English courses. The class is equipped with air conditioning and a projector, there are still several desks, stacked chairs, and unused blackboards placed at the back of the classroom. With these items, the class looks less tidy. The University Language service unit staff have carried out their respective duties following the rules and responsibilities. It can be seen when conducting observations and interviews during working hours, all officers have worked to the duties assigned.

Not only carrying out good and responsible duties. The staff in the language service unit wear the uniform according to what has been determined every day. However, uniform renewal is needed because it looks old. During the course, the staff did not meet the needs of the course participants as several empty schedules were not replaced. So the course participants feel that the instructor needs to make up for the missed schedule. To provide maximum service, the course coordinator continues to monitor services in the Language service unit both in service to facilities and infrastructure, completeness of attributes, tidiness as well as discipline. If there are staff who are not disciplined and do not provide services by public service rules, the course coordinator will give a warning both verbally and in writing.

From the results of interviews that have been conducted in this tangible dimension. So the researcher can conclude that the services that have been provided are in the field of physical evidence which consists of several indicators, namely course classes, registration areas, waiting rooms, language laboratories, toilets, uniforms, and staff attributes. This service has been done quite well, it's just that it needs maintenance and updating.

b) Reliability

Based on the results of the interviews conducted by the researchers, it was found that the course registration service procedures had been carried out properly by the course staff. The service flow has been carried out quite well by the Language service unit. Directing course participants from the beginning of registration until the end of the course. The service unit staff has been directed according to the existing provisions.

The Language Service Unit provides quite a lot of services for students and the general public. In providing services, of course, it must be following what has been promised and the staff has carried out everything well and has provided services according to what was promised and the procedures that apply. The services provided also include preparing experienced and qualified instructors. However, in terms of delivery, sometimes the material provided is not by the expectations of the course participants. Concerning discipline, staff in the language service unit have implemented time discipline. During the process of providing services to course participants, the staff has served to the fullest by existing regulations.

c) Responsiveness

In this case, the staff provides services in the form of attention to English course participants in the Language service unit. Staff must also serve in a responsive and caring manner. Based on the results of the study, staff at the Language Service Unit responded quickly if course participants experienced complaints or other problems. In providing services to course participants, the staff has made every effort to provide good service. Course participants do not wait too long in administrative processes or other course activities. When there are problems experienced by course participants, the staff responds quickly.

The staff at this language service unit respond quickly and are willing to assist course participants in finding information regarding registration, course venues, course schedules, and the process of running the English course. Not only providing physical services but staff also provide services in the form of good and appropriate responses in administrative matters. When providing services, the service unit staff is quite quick to provide solutions to course participants if there are obstacles or problems. From the beginning of registration until the English course starts, course participants often ask directly or via WhatsApp about the implementation of the course in the language service unit. In this service, the staff provides good responses according to the questions of the course participants.

Language service unit staff continue to improve themselves if an error occurs when providing services to course participants and they always accept criticism and suggestions to maximize service for the satisfaction of course participants.

d) Assurance

Based on the results of interviews with the course coordinator. Information was obtained that while providing services, the language service unit staff had served course participants politely and courteously. The staff has provided sufficiently precise information to the course participants regarding the implementation of the course.

From the results of the interviews conducted by the researchers, information was obtained that the staff and instructors of the English course in the Language service unit were capable of answering the questions posed by the course participants. Instructors in the Language service unit, especially in the field of English, have not optimally answered questions related to the material.

e) Empathy

The results show that the staff or officers in the language service unit are friendly enough to serve course participants. All officers in the Language service unit have provided services following the rules and procedures. Therefore, no staff looked at the social status of the course participants.

f) Language Ethics

It was found that the language used by the staff was polite by using language that was easy to understand. However, there is still some staff who use local languages when providing services to English course participants. The speech made by the staff when providing services in response to the words of the course participants was polite.

The use of language that has been applied by staff in the language service unit, especially in the implementation of English courses, is sufficient to lead to good language ethics and according to the rules, for example, the staff has provided opportunities for course participants to express opinions. This language etiquette is very visible at the time of service at the place of registration. In this case, the staff has provided information in a directed and gentle manner. However, some staff conveyed information with high intonation due to the influence of dialect but had good intentions and goals. The interaction between staff and English language course participants in this language service unit when course participants register. While providing service, if there is a mistake in speaking, the staff will apologize and admit their mistake in speaking.

2. Model of English Course Development at the Language Development Center

a) Tangibles

Based on the results of interviews that have been conducted by researchers, the results show that physically the services at the Language Management Unit are inadequate and need improvement from some of the existing facilities and infrastructure. The physical condition of the building still needs to be repaired, the administration room, the room for the head of the Language Development Center which is still combined with the staff, the condition of the classrooms, several toilets on each floor that are not functioning, the TOEFL room on the 4th floor is leaking and the learning areas are combined into one with learning activities in other fields and cleanliness is still not maintained. When providing services to English language course participants at the Language Development Center, the staff are polite but do not use full attributes.

So far the officers have carried out their duties properly and following the SOP, if during the service there are officers who are not disciplined, the head of the Language Development Center will give a verbal warning.

b) Reliability

Based on the results of interviews that have been conducted by researchers with informants, it was found that the service procedures were not clear. The flow of services at the Language Development Center is quite directed, but not yet optimal.

The English course requirements have been well explained by the officers, they have tried to provide maximum service even though they still have deficiencies. The services provided by the Language Development Center are not very satisfactory because judging by the inadequate facilities, instructors who are not very skilled, and staff who sometimes make mistakes when providing services.

c) Responsive

Based on the results of the interviews conducted by the researchers with the informants, it was found that staff was willing to help and provide feedback, but not all staff were responsive in seeking the information at the Language Development Center. For administrative services, officers are willing to help thoroughly. The service does not always run smoothly, sometimes there are some obstacles. The staff has been able to overcome and find solutions if problems occur during service during working hours.

Every question asked by course participants has been answered or responded to as desired. The services provided will not go well forever, there will be mistakes made by staff or other officers because of an oversight.

d) Assurance

Based on the interview results, it was found that the staff was quite polite and friendly in providing services, especially English language course services at the Language Development Center, providing information regarding schedules or information related to services at the Language Development Center.

The English course instructors at the Language Development Center were not maximal in teaching because the instructors had not been able to satisfy the English course participants in terms of answering questions related to the material. The instructor was still hesitant to answer questions and was not confident.

e) Empathy

The services provided by the Language Development Center staff are quite friendly to the course participants. At the

time of registration, the staff served patiently, kindly, and responsibly. Although course participants have to queue because there is only one staff available, so it takes quite a long time to register. The services provided are in accordance with the actual procedures and rules. The staff at the Language Development Center are fair enough to provide services to anyone regardless of social status.

f) Language Ethics

Language ethics is very important and influential as a means of coaching, and good communication is communication that is built and based on good language ethics. Understanding language ethics is very important to create effective communication in society, both in education and other fields. In this case, the staff providing services to course participants still use two languages, namely Indonesian and regional languages. From the language observed by researchers, staff often use regional languages when providing services.

Meanwhile, the staff has also greeted course participants in the soft and polite language during service at the Language Development Center. Everyone has a different way of speaking, including the course staff at the Language Development Center also have a different way of delivering. The way of speaking must have been influenced by culture and dialect. The context of the conversation between the speaker (staff) and the interlocutor (course participant) is about registration information, course and class schedules, and other information.

The talk time is carried out by staff and course participants during the operating hours of the Language Development Center and the staff gives course participants the opportunity to talk. If there is a mistake in speaking, the staff will admit and immediately apologize to the course participants.

D. Discussion

1. Model of English Course Development in the Language Service Unit

This research produces the latest findings in the management of language service units, namely the TRRAELE model. This model is a solution to problems that occur in the field regarding the lack of public services in English courses in language service units. The model is the contribution of researchers to overcome service problems that occur. By creating the TRRAELE model, researchers hope to maximize English language course services in the language service unit at the University.

The facilities owned by the language service unit are quite adequate, such as classrooms equipped with projectors, air conditioning, blackboards, and chairs to make English course participants feel comfortable studying. However, the condition of the class is still a bit messy because there are several chairs stacked at the back. A pretty good place to register to provide administrative services to course participants. The waiting room is also provided with quite a lot so that course participants can sit while waiting for their turn to register or for other needs. The Language Service Unit is also equipped with a laboratory. While the toilets are decent, there are only a few, resulting in the course participants having to take turns.

The uniforms used by the English course staff at the Language Service Unit are neat and in accordance with work schedules, it's just that there are still some uniforms that are used that look old. While the attributes have not been used in their entirety by the English course staff, this makes the course participants confused about differences. The instructor at UPT Language in delivering the material was not well understood by the course participants because it was not as expected.

Service procedures in the Language Service Unit are currently being implemented properly. Participants register online and offline, register online via a special link provided by course staff while registering offline must prepare hard copies of administrative files. The current service flow is sufficiently appropriate and clear. The flow starts from course registration to course implementation. All course activities carried out have been directed by officers. The services provided are not only for students but also for the general public according to their needs. Course services have been provided as promised, meaning that they are in accordance with the terms and regulations of the Language Service Unit. The instructors who teach are also experienced, but the Language Services Unit does not yet have instructors with the educational backgrounds of foreign graduates. The level of discipline of officers is good, especially in terms of time discipline, they are able to appreciate time by arriving on time and providing services according to the specified time.

The staff's response has been good and friendly, in the service at the Language Service Unit the staff has given a caring response to course participants and served them quickly. In addition, the staff also quickly finds solutions if course participants experience difficulties. During the service process, participants of the English course did not wait too long because the staff provided services with a fast response and the staff always gave positive responses so as to improve the quality of English course services at the Language Services Unit. In administrative services, staff provides good and appropriate responses according to the needs of course participants. Of course, if an error occurs, the staff accepts criticism and input as material for improvement for future services.

With regard to the attitude of the staff in providing services, namely, the staff has provided service politely, provided appropriate information, and the questions raised by the course participants have been able to be answered by the course staff emphatically. Meanwhile, the instructors were not optimal in providing material in class because the instructors were not confident so the course participants felt dissatisfied and did not understand the material presented. This means that in this case, the wishes of the course participants are not as expected. The officers are friendly enough to provide services and the services provided are in accordance with the rules that have been determined in accordance with service procedures.

2. Model of English Course Development at the Language Development Center

Physical evidence in services at the Language Development Center that the facilities and infrastructure are incomplete and need improvement. Classrooms are still divided into two with a plywood wall with a small capacity for English course participants. There is no special room for the head of the Language Development Center, only one administrative staff is provided which causes delays in service, there are several toilets that are not functioning and the TOEFL study room is damaged and is still attached to the classroom for study. This causes the service not to run optimally.

With regard to appearance, the staff is dressed politely and politely, but all staff is not equipped with the use of attributes. The staff has carried out their duties according to their respective obligations and responsibilities. Politely the staff serves course participants, they are also quite disciplined in carrying out their duties. Service procedures are still not clear and systematic, while the current flow of services that has been provided is not maximized because there are still some English language course participants who ask repeatedly because the flow of services is not neat.

The services provided have not been able to satisfy the English language course participants because they have not been supported by adequate facilities, as well as the instructors provided do not have too much experience because the Language Development Center involves young lecturers. The course participants did not understand the material presented, even though the material was not as expected by the course participants.

The course staff has responded well to the English course participants. Staff are also willing to help English course participants, but not in full because there is only one administrative staff. Some of the participants in the English course asked questions via WhatsApp but the response was not optimal. The staff is already working according to operational hours, if there are problems they are always quick to find a solution by discussing it with the leadership. every question posed by the English course participants has been thoroughly answered according to their needs. In addition, the staff is very easy to say sorry if they make mistakes during service.

The staff has been polite and warm-hearted, they always give a smile as a sign of greeting English course participants. They have also provided information correctly and correctly. The instructor has not given satisfaction to the English course participants because it is not as expected. The material presented was not understood by the course participants and when they asked the instructor, the answers given were not convincing.

The English course staff at the Language Development Center have provided patient service, they also provide services based on applicable rules regardless of anyone. Services are provided equally regardless of the social status of the English course participants. They are cooperative enough to provide services according to the needs of course participants. The implementation of the communication that occurs is using the regional language when providing services to course participants. The use of regional languages makes services less effective in communicating.

The staff greeted the course participants in soft and polite language. The context discussed between the staff and the course participants was about registration and implementation of the English course and other needs related to the English course. They respect each other in speaking and provide opportunities to speak clearly in context. When there is a speech error, the staff must apologize to the course participants and vice versa.

3. Steps of the TRRAELE Model (Tangible, Reliability, Responsiveness, Assurance, Empathy, and Language Ethics)

The TRRAELE model is a model used by researchers to maximize English language course services, especially in the Language Service Unit and Language Development Center. This model was created based on problems that occur in the field based on research gaps that expectations do not match reality. The TRRAELE model is the result of the author's contribution as a research novelty which will also be useful for other researchers. The steps for the TRRAELE model are as follows.

1. Identify service problems that occur
2. Seeing services from a tangible dimension, taking into account several indicators, namely physical completeness, and appearance of staff and instructors.
3. Looking at the service reliability dimension, namely the clarity of course registration procedures, the skills of staff and instructors in serving participants, and the presence and readiness of staff and instructors to serve (teach)
4. Look at the responsive dimension of service, namely the speed of staff in providing services, the speed of staff in solving service problems, and responding to questions from course participants quickly
5. Look at the service dimension of assurance, namely the staff informs the time of the course, the ability of staff and instructors to answer questions
6. Looking at the service dimension of empathy, namely friendliness, and treatment of staff and instructors
7. Seeing the service dimension of language ethics, namely the rules and ways of speaking when providing services
8. Maximizing course services

4. Existing Model

One of the existing public service models is the model put forward by Parasuraman consisting of five dimensions, namely tangible, reliability, responsiveness, assurance, and empathy. This model is used by researchers to measure service quality, so they can find out the gaps and expectations as well as customer expectations. If the service is in accordance with expectations, then the service can be said to be of good quality, but if the service is not as expected, it means that changes and evaluations are needed so that it can provide satisfaction.

5. Recommended Models

In this study, based on the results obtained through the observation and interview stages according to the problems that occur in the field, the recommended model is the TRRAELE model. This model consists of six dimensions including the five existing dimensions (tangible, reliability, responsiveness, assurance, and empathy) and one dimension obtained as needed to maximize public services, namely the language ethics dimension. This dimension arises because there is a gap that occurs where expectations do not match reality. In course service, the most important thing to pay attention to is communication with attention to language ethics. When the researchers made their initial observations, there was still staff who provided services in a language that did not comply with the actual language rules.

The TRRAELE model is a new model obtained by researchers and can be used by other researchers to maximize public services. The steps in using the TRRAELE model are 1) identifying service problems that occur, 2) looking at services from a tangible dimension, taking into account several indicators, namely physical completeness, appearance of staff and instructors, 3) looking at service reliability dimensions, namely the clarity of course registration procedures, the skills of

staff and instructors in serving participants and the presence and readiness of staff and instructors to serve (teaching), 4) look at the responsive dimension of service, namely the speed of staff in providing services, the speed of staff in solving service problems and responding to questions of course participants quickly, 5) seeing Assurance dimension services, namely staff informing course time, staff and instructor abilities in answering questions, 6) Looking at empathy dimension services, namely friendliness and treatment of staff and instructors, 7) Looking at services, language ethics dimension, namely rules and ways of speaking when providing services, 8) Me maximize course services.

The existence of the TRRAELE model can complement the dimensions used so far, that services are not only seen from physical evidence, appearance, honesty, accuracy, and attention but also the rules of language in speaking are very important to apply when providing services. The TRRAELE model is a complement in optimizing the maximum satisfaction of the services provided.

E. Conclusion

Based on the results of the research and discussion, it can be concluded that the service quality of the English course at the Language Service Unit is quite good and provides satisfaction to the course participants. Meanwhile, the quality of English course services at the Language Development Center is inadequate because they cannot meet the needs of English course participants. The latest finding in the research is the TRRAELE model which consists of Tangible, Reliability, Responsiveness, Assurance, Empathy, and Language ethics, this model is used to maximize service quality in institutions that carry out public services.

F. Recommendation

In the implementation of English language course services, it is very important to pay attention to the quality of the service so that participants get satisfaction from the course institutions held by the University. Therefore, several efforts can be made by researchers in order to improve the quality of service at the Language Service Unit institutions, such as responsive services, empathy services, reliability, assurance, and language ethics. Future researchers are expected to be able to provide a more detailed description of the English language course development model at various universities. There needs to be a continuous improvement to improve the quality of English course services.

G. Limitations

This research was conducted in two language service units. However, the results can be used as a reference for developing the management of language service units, especially in English language course services. Therefore, it is necessary to have in-depth information about the English language course development model in other university Language Management Units as a moderate that will affect the results.

References

[1] El Alfy, S., & Abukari, A. (2019). Revisiting perceived service quality in higher education: uncovering service quality dimensions for postgraduate students. Journal of Marketing for Higher Education, 30(1), 1–25. https://doi.org/10.1080/08841241.2019.1648360.

[2] Ambia, N. (2018). Pengaruh Efektivitas Kerja Pegawai terhadap Kualitas Pelayanan Publik di Kelurahan Sidorame Barat Kecamatan Medan Perjuangan. Jurnal Publik Reform UNDHAR MEDAN, 3(1)(1), 214–262.

[3] Barata, A. A. (2004). Dasar-Dasar Pelayanan Prima. PT Elex Media Komputindo.

[4] Jantce TJ Sitinjak, D. D., Maman, ., & Suwita, J. (2020). Analisa Dan Perancangan Sistem Informasi Administrasi Kursus Bahasa Inggris Pada Intensive English Course Di Ciledug Tangerang. Insan Pembangunan Sistem Informasi Dan Komputer (IPSIKOM), 8(1). https://doi.org/10.58217/ipsikom.v8i1.164.

[5] Darmanerus Duarmas, Patar Rumapea, W. Y. R. (2016). Prinsip-Prinsip Good Governance Dalam Pelayanan Publik Di Kantor Camat Kormomolin Kabupaten Maluku Tenggara Barat. Jurnal Administrasi Publik, 1(37), 1–9. https://ejournal.unsrat.ac.id/index.php/JAP/article/view/11741

[6] Diamond, J., & Schultz, D. (2018). Democracy and the teaching of public administration. Journal of Public Affairs Education, 24(1), 3–7. https://doi.org/10.1080/15236803.2018.1430978.

[7] Dixon, J., Bhuiyan, S., & Üstüner, Y. (2018). Public Administration in the Middle East and North Africa. International Journal of Public Administration, 41(10), 759–764. https://doi.org/10.1080/01900692.2018.1433207.

[8] Engdaw, B. D. (2019). The Impact of Quality Public Service Delivery on Customer Satisfaction in Bahir Dar City Administration: The Case of Ginbot 20 Sub-city. International Journal of Public Administration, 43(7), 644–654. https://doi.org/10.1080/01900692.2019.1644520.

[9] Gaynor, T. S., & Carrizales, T. J. (2018). Teaching democracy: A review of public administration introductory courses. Journal of Public Affairs Education, 24(1), 66–79. https://doi.org/10.1080/15236803.2018.1429822.

[10] Heater, K. V. dan. (2013). The Impact of Quality Procedures on a Language Centre. SEEU Review, 9(1).

[11] Jordan, S. R. (2013). Public Service Quality Improvements: A Case for Exemption from IRB Review of Public Administration Research. Accountability in Research, 21(2), 85–108. https://doi.org/10.1080/08989621.2013.804347.

[12] Kotler, P. (2009). Manajemen Pemasaran Edisi 13. Erlangga.

[13] Manoharan, A. P., Viswanath, S., & Sabharwal, M. (2020). Public administration pedagogy in India. Journal of Public Affairs Education, 26(3), 291–312. https://doi.org/10.1080/15236803.2020.1773118.

[14] Miles, Matthew B. and A. Michael Huberman. 2005. Qualitative Data Analysis (terjemahan). Jakarta : UI Press.

[15] Parasuraman, Zeithaml, V. A. dan L. L. B. (1988). Servqual: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. Journal of Retailling, 64(2).

[16] Potipiroon, W., Srisuthisa-ard, A., & Faerman, S. (2018). Public service motivation and customer service behaviour: testing the mediating role of emotional labour and the moderating role of gender. Public Management Review, 21(5), 650–668. https://doi.org/10.1080/14719037.2018.1500629.

[17] Pramesti, M. W. (2018). Dimensi - Dimensi Strategis Administrasi Publik dalam Islam. POLITEA, 1(1), 37. https://doi.org/10.21043/politea.v1i1.4312.

[18] Purwanto. (2017). Modul Pelatihan Dasar Calon PNS: Pelayanan Publik. Lembaga Administrasi Negara.

[19] Rauhaus, B. M., & Sakiev, A. (2018). A comparative analysis of public administration education in the United States and post-Soviet Central Asia. Journal of Public Affairs Education, 24(1), 27–42. https://doi.org/10.1080/15236803.2018.1429818.

[20] Robinson, L. (2003). Committed to quality: the use of quality schemes in UK public leisure services. Managing Service Quality: An International Journal, 13(3), 247–255. https://doi.org/10.1108/09604520310476508.

[21] Saputro, H. E. (2016). KUALITAS PELAYANAN PUBLIK. Profesional: Jurnal Komunikasi Dan Administrasi Publik, 2(1).

https://doi.org/10.37676/professional.v2i1.163.

[22] Senol, H., & Dagli, G. (2017). Increasing Service Quality in Education: Views of Principals and Teachers. EURASIA Journal of Mathematics, Science and Technology Education, 13(8). https://doi.org/10.12973/eurasia.2017.00969a.

[23] Sinambela, L. P. (2006). Reformasi Pelayanan Publik. Bumi Aksara.

[24] Radito, Th. (2014). Analisis Pengaruh Kualitas Pelayanan Dan Fasilitas Kesehatan Terhadap Kepuasan Pasien Puskesmas. Jurnal Ilmu Manajemen, 11(2), 1–25. https://doi.org/10.21831/jim.v11i2.11753.

[25] van Lierop, D., Badami, M. G., & El-Geneidy, A. M. (2017). What influences satisfaction and loyalty in public transport? A review of the literature. Transport Reviews, 38(1), 52–72. https://doi.org/10.1080/01441647.2017.1298683.

[26] Walley, K. (2011). Service Quality in The Language Training Market in China. Journal Language Training in China, 2(1).

[27] Wijayanti, S. H. (2014). Bahasa Indonesia: Penulisan dan Penyajian Karya Ilmiah. Rajawali Pers.

[28] Yusuf, A. M. (2017). Metode Penelitian: Kuantitatif, Kualitatif, Dan Penelitian Gabungan. Kencana.