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RESEARCH ARTICLE

Evaluation of the Online Service Application Program (Lope) of the Lebak District, Banten Province, Indonesia

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ABSTRACT

This study aims to evaluate the Lebak Regency Education Office Government Employee Online Service Application programme. This research is an evaluation research using the Context, Input, Process, and Product (CIPP) model using a descriptive approach method. Data collection methods were triangulated using questionnaires, interviews, document studies, and observations. The population of this study included 300 respondents of the Education Office employees of the Lebak Regency government of Banten Province. Data analysis used descriptive frequency analysis with the help of SPSS software. The results of this study are; (1) Context Evaluation: has a very strong legal basis and government policies with good intentions and objectives, but not yet on target. (2) Input Evaluation: participants, organisation, financing, and committee have not been well implemented and need to be improved in accordance with the development of educators' competencies. (3) Process Evaluation: changes in online service regulations must always be updated in accordance with developments and increased competition must be maximised. (4) Product Evaluation: the improvement of service quality is felt well by the community and Lebak Regency Education employees but further socialisation is needed to all Lebak Regency Education employees referring to government regulations.

INTRODUCTION

Public services in the current era of the communication society (Ali & Osmanaj, 2020) have their own challenges both in terms of systems and human resources themselves (Chatfield & Reddick, 2019). People who are increasingly critical of their rights (Hu & Zheng, 2021) to get services from the government must be responded immediately to create a conducive government climate (Sousa et al., 2019). The demands of this era require the government to change immediately as well as the community (Yuan & Li, 2019) in the management system in order to create good public accountability (Shah et al., 2021). The challenges in public services in Indonesia are getting bigger (Laitsou et al., 2020), considering that Indonesia is still far behind other countries in providing timely, fast, easy, and affordable public services (Khan et al., 2022). In addition to infrastructure development, the public service sector must always innovate and be evaluated to accommodate input towards a better direction (Fang et al., 2019).

Digital public services offer many benefits, including ease of access (van Noordt & Misuraca, 2022), transparency, efficiency (van Es & Poell, 2020) and accountability (Vardopoulos et al., 2023). The public can easily access various public services online, whenever and wherever they are (Gan et al., 2023). Public services in Indonesia are currently competing to transform the form of services from conventional ways - which are characterised by face-to-face physical relationships and still using paper, to digital ways - which are characterised by the use of information technology (Neeraj, 2019). In this context, the application of information technology is one of the main solutions to improve the quality of personnel services (Hedling, 2020). The rapid development of information technology has

opened up opportunities for the implementation of digital-based systems that can improve efficiency and service quality (Albornoz & Leiva, 2019). With the digitalisation of services, administrative processes can be carried out more quickly, precisely, and transparently (Ng & Indran, 2021).

The Website-based Employee Online Service Application (LOPe) owned by the Education Office of Lebak Regency, Banten Province is an innovative online public service system, which is expected to cut long administrative procedures, improve data accuracy, and provide easy access for educators and education personnel in accessing personnel services. Evaluation of the Employee Online Service Application (LOPe) is very necessary considering; education Education is the basic foundation for forming humans who are intelligent, characterised, and have noble character in the nation and state (Casula et al., 2022). Education must be of high quality, education is called quality, if the teaching staff is of high quality, good management and supported by complete facilities and infrastructure (Zgheib et al., 2020).

MATERIAL & METHODS

This research is a CIPP evaluation model which is an evaluation model used to evaluate a programme or system by considering the context, input, process, and product introduced by Stufflebeam.

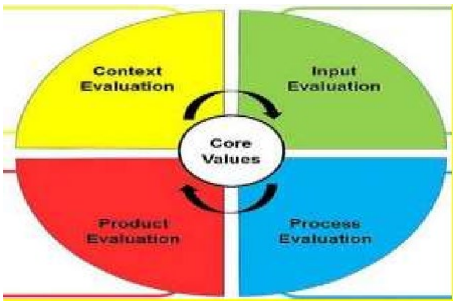

Figure 1: Model evaluation CIPP stufflebeam (Taridi et al., 2024)

This research was conducted using a programme evaluation approach with a descriptive method (Molope & Oduaran, 2020). Descriptive method is a method that describes findings through problem-solving procedures, through investigations that describe the state of the subject/object of research (Manan et al., 2020). For this reason, this method was used to provide an evaluation of the Online Service Application programme at the Education Office of Lebak Regency, Banten

Province and describe it in detail. To find out more in-depth information, the researcher used design as a concept in starting the programme evaluation (Dizon, 2023).

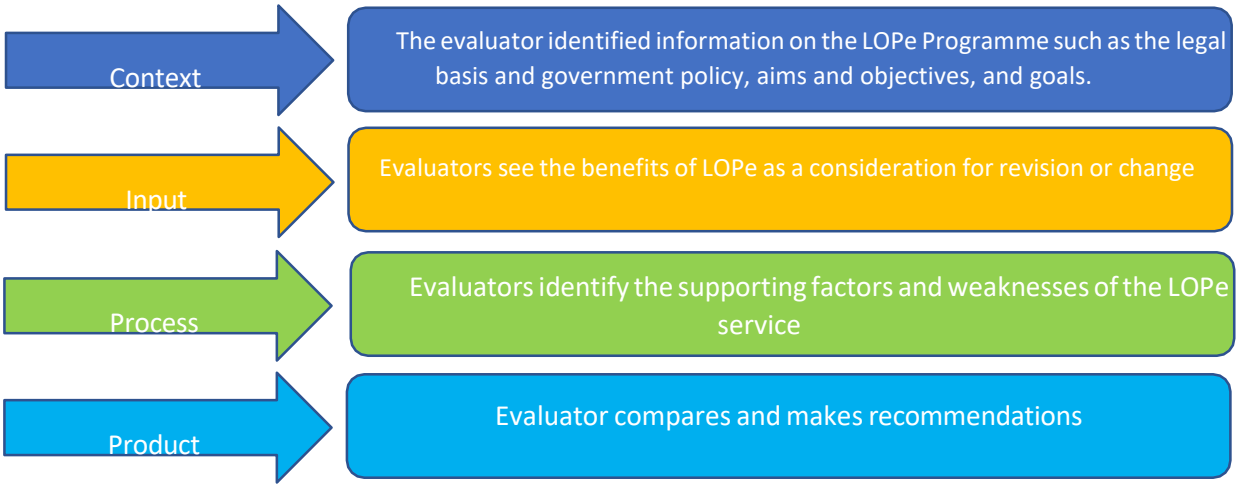

Figure 2: Research design of employee service evaluation in the education office of Lebak Regency, Banten Province Indonesia

RESULTS

1. Context evaluation: The context evaluation describes and details the need for program implementation (Tham et al., 2020), including its aims, objectives (Marta et al., 2020), and targets (Basori, 2019). The sub-focus of the context evaluation included four aspects: 1) legal basis and government policies, 2) aims and objectives, and 3) targets. The results are presented below in Table 1.

Table 1: Sub-context program evaluation results

	Value	Frequency	Percentage	Category
5		161	53.63%	Very Good
4		82	27.49%	Good
3		47	15.76%	Fair
2		9	3.12%	Poor
1		0	0.00%	Bad
Total		**300**	**100%**	**-**

Based on Table 1 above showing the results, the sub-focus of the context evaluation included three things: 1) legal basis and government policy, 2) aims and objectives, and 3) targets. From 300 respondents, 166 respondents (53.63%) stated that it was very good, 82 respondents (27.49%) stated it was good, 47 respondents (15.76%) stated it was fair, 9 respondents (3.12%) stated it was poor, and no respondents stated it was bad. Thus, overall, the evaluation of the sub context program, which included three factors, was categorized as very good.

After determining the results of data calculations using the quantitative approach, the next step was to check the data based on the results of document studies and interviews. The results of quantitative calculations were checked for whether the validity of the data was in accordance with the results of the document study and the results of interviews or not. The results of the document study and interview results are described in detail according to the indicators to obtain correct data.

2. Input evaluation: The next evaluation of the implementation of the LOPe Program was the input evaluation. The input evaluation identified the objective conditions of resource support that support the implementation of the LOPe program. The sub-focus of the input evaluation included four factors: 1) participants, 2) implementation, 3) financing, and 4) committee. The results are presented in the following table 2.

Table 2: Sub-input program evaluation results

Value	Frequency	Percentage	Category
5	127	42.39%	Very Good
4	45	15.06%	Good
3	41	13.74%	Fair
2	69	22.98%	Poor
1	17	5.83%	Bad
Total	**300**	**100%**	**-**

As shown in Table 2 of the results, the sub-input evaluation included four factors: 1) participants, 2) implementation, 3) financing, and 4) committee. Out of 300 respondents, 127 respondents (42.39%) stated it was very good, 45 respondents (15.06%) stated it was good, 41 respondents (13.74%) stated it was fair, 69 respondents (22.98%) stated it was poor, and 17 respondents (5.83%) stated it was not good. Thus, it can be concluded that the sub-input program can be categorized as good.

3. Process evaluation: The evaluation process included the stages of regulations (Hensel et al., 2024), implementation (Faishol et al., 2024), the level of participation and public interest (Nguyen & Condry, 2023), the role of the media in the publication and promotion of sports to the community (Kamilia et al., 2023) and the emergence of potential from the community (Matondang & Sitompul, 2020). The sub-focus of the process evaluation included four factors: 1) competition rules and 2) implementation. 3) the level of participation and public interest, and 4) the emergence of potential

from the community. The results are presented in Table 3 below.

Table 3: Sub-process program evaluation results

Value	Frequency	Percentage	Category
5	88	29.25%	Very Good
4	66	21.93%	Good
3	92	30.77%	Fair
2	46	15.33%	Poor
1	8	2.71%	Bad
Total	**300**	**100%**	

Based on Table 3, the sub-foci of the evaluation process included four factors: 1) government regulations on online public services, 2) implementation, 3) the level of participation and interest of education office employees, and 4) the emergence of transparency and effectiveness and quality of services. The evaluation results from 300 respondents stated that 88 respondents (29.25%) stated very good, 66 respondents (21.93%) stated good, 92 respondents (30.77%) stated fair, 46 respondents (15.33%) stated poor, and 8 respondents (2.71%) stated not good. Thus, the results of the evaluation of the process subprogramme were categorised as good. The results of document studies and interviews are described in detail according to the indicators to obtain correct data. The sub-indicators in the process evaluation are categorised as good.

4. Product evaluation: The product evaluation describes and details the needs of the environment (Santoso et al., 2024), namely the level of community participation and interest, the role of the media in the publication and promotion of online services to the community, educators and education stakeholders. The results are presented in Table 4 below.

Table 4: Sub-product program evaluation results

Value	Frequency	Percentage	Category
5	59	19.81%	Very Good
4	140	46.76%	Good
3	68	22.52%	Fair
2	33	10.90%	Poor
1	0	0.00%	Bad
Total	**300**	**100%**	**-**

As shown in Table 4, the sub-focus data from the product evaluation included three factors:

1. clarity on the level of participation and interest of education office employees.
2. the role of media in the publication and promotion of LOPe services to educators.
3. the emergence of innovations that accelerate and facilitate the performance and transparency of services. The results of product evaluation from 300 respondents showed that 59 respondents (19.81%) stated very well, 140 respondents (46.76%) stated well, 68 respondents (22.52%) stated moderately, 33 respondents (10.90%) stated less, and no respondents stated not well. Thus, the results of the sub-focus product evaluation data include three factors that are categorised as good.

DISCUSSIONS

This research emphasises the evaluation of the implementation of the LOPe Programme or personnel services in the education office of Lebak Regency, Banten Province, which uses the CIPP evaluation model approach consisting of Context, Input, Process, and Product components.

In the Context component, the sub-focus includes three factors:

1. Legal basis and government policy.
2. Aims and objectives.

3. Objectives (Aslan & Uygun, 2019).

The input component includes four factors:

1. Participants
2. Implementation
3. Financing
4. Committee (Tuc & Karadag, 2023)

The process component for this sub-focus includes:

1. Regulations
2. Implementation (Bodur et al., 2022).

Meanwhile, the product component for this sub-focus includes three factors (Boyman, 2019):

1. The level of community participation and interest.
2. The role of the media in the publication and promotion of LOPe services to education employees in the Lebak Region of Banten Province and 3) the emergence of innovations that facilitate and are transparent.

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