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Abstract: Implementation of public service dimension using model of academic service reconstruction at State University of Gorontalo was conducted with aim to deeply and thoroughly examine how the service model has been implemented and how the service model is developed in accordance with demands of academic service professionalism as well as the students' demands for efficiency and effectiveness. The results achieved are development of a public service model from various aspects to support the creation of higher quality academic services at State University of Gorontalo. This research method is done from data collection, data reduction, data presentation and conclusion. In addition, to deepen the results of study, at each stage of this research will be conducted Focus Group Discussion (FGD) with all relevant stakeholders. This research is expected to give a positive contribution in terms of academic service innovation to support one pillars of higher education namely quality assurance at State University of Gorontalo. Keywords: Quality Assurance, Service Dimensions, Gorontalo I. INTRODUCTION The development and public service demands create wider consequences for development. There was a well-known normative paradigm in 1990s, namely "reinventing government" (Osborne & Gaebler, 2005) to develop concept of public management. Public management (Keban, 2004) experienced a paradigm shift and development. The model and public management approach has been changing. Education services also demand the colleges to continue to strive to become the best institution in education implementation. This is reflected in determination of a more autonomous and decentralized education. The concept of decentralization is popularly defined as granting / delegating authority from superiors (authority owners) to subordinates (executors). Autonomy means independence. Independent in this context is the freedom to choose and organize an education based on the abilities. The paradigm shift in implementation of education has made the university to become spearhead in implementation of education, especially in providing services to community. Academic autonomy in universities is an important and interesting issue to be studied scientifically. The concept of college development with autonomous authority should be understood as an opportunity to place the college as an institution with a reliable competitiveness to realize the vision and mission to achieve the goal. State University of Gorontalo is a largest educational institution Gorontalo. It has an important role to implement three university duties which includes education, research and community service. The three main tasks are implemented through the implementation of four pillars of development of Gorontalo State University, which includes 1) Quality Assurance, 2) Information and Technology, 3) Development of soft skills and 4) Environment. The four pillars of university development as described above are also become the basis to prepare programs, policies and implementation of various main tasks in all work units and faculties within State University of Gorontalo. Implementation of various programs and policies of this institution is supported by several work units. The four pillars of college development are the new foundation in last few years. The seriousness and successful implementation of four pillars at State University of Gorontalo greatly affect on the success of university to realize the vision of mission in short, medium and long term. Therefore, the scientific scrutiny is needed to focus on Quality Assurance as the reconstruction of academic service model through the application of service dimensions. This study will be focused on several issues. Firstly is to review the academic services at State University of Gorontalo. Second is to know the determining factors to support or hinder the academic service. Third is to develop academic services based on quality assurance through the application Dimensions of public services. Research Type II. RESEARCH METHODS This is a descriptive-qualitative study in describing, recording and interpreting the reconstruction of public services based on quality assurance through the implementation of public service dimension at State University of Gorontalo. Data Collection Techniques and Sources Data is obtained from the source to focus the problem. Therefore, the data sources are students and lecturers who receive the academic tri dharma (three duties) service, as well as the implementation at State University of Gorontalo. To get a deep and comprehensive study, the techniques of data collection are interviews, observations and documentation. These three techniques are used in field to answer the focus of problem. Data Analysis Techniques The research procedure is started from data collection, data reduction, data presentation and conclusion, as described by Sanafiah Faisal (2005). III. RESEARCH RESULT Autonomy implementation in universities is hopes of every university in an effort to realize a world - class college. Implementations of Tri Dharma on universities are education teaching, research and community service. These three focuses are an integral part of the process. Implementation of good education will have an impact on results of good research, good research can realize better community service as well. The results of three focus studies are described below. 1. Academic Service at State University of Gorontalo This research context will be focused on three main sections, namely education and teaching services, academic services in research and academic services in community service. The implementation effort of academic community focus cannot be separated from the various main tasks and functions manifested through the process. Service concept has servants, some are served and there are also forms of service. The results of study of universities Tri Dharma and service concept at State University of Gorontalo are described below.

Sources	Similarity
Academic Services Reconstruction Based on Quality Assurance in abstract: implementation of public service dimension using model of academic service reconstruction at state. university of gorontalo was conducted with aim to deeply and thoroughly examine how the service model has. http://www.ijbmi.org/papers/Vol(6)8/Version-2/H0608025358.pdf	<div>Compare text</div> <div>20%</div>

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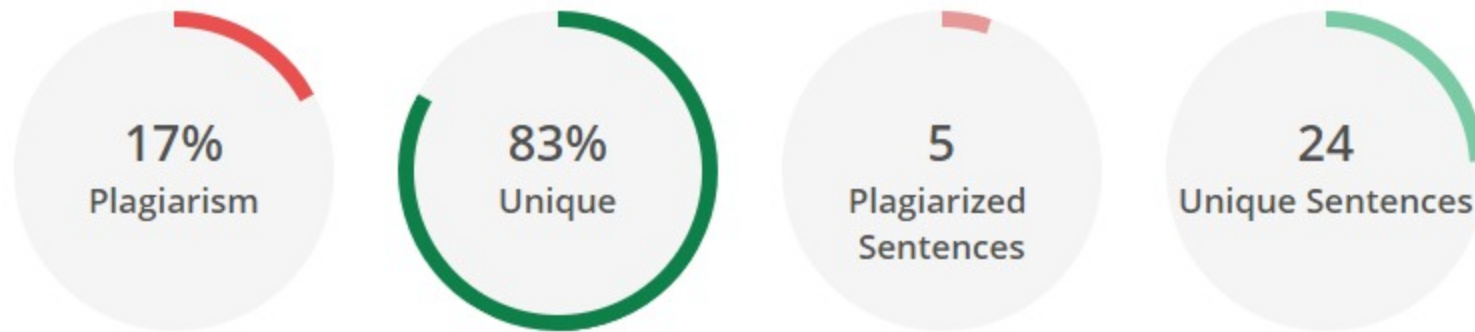
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1.1 Academic services in education and teaching. State University of Gorontalo has seven academic services in education and teaching. First is KRS (study plan card) and KHS (study result card) via online. This service has been given since the announcement of lecture schedule, students enter what courses will be programmed in semester online. The academic advisors will verify and approve online list of courses that have been programmed. While the online KHS is obtained by students after the lecturer of course executives input value at end of semester. The result of field research shows that there is no flow chart to facilitate the students to access the service. Second is Lecture, middle exam and final exam. This service starts after the KRS process is authorized by an academic advisor. Lectures are held face to face lecture with 16 times frequency, at 8th meeting held mid semester exam and at 16th meeting is conducted final exam. The Field findings indicate that there is no flow model that can be seen directly by students. Third is academic Advice. This service is provided to students by academic advisory lecturers in each semester in relation to various problems faced by students during their study. The results show that academic advisory function has not run properly. This is indicated by intention of students to meet academic advisory lecturers only to seek approval of study plan at beginning of semester. This service also does not show clearly about the function and service flow in each department Forth is Practicum. This academic service is only given to certain subjects based on established curriculum. The Field findings indicate that mechanism of practicum submission, implementation and reporting has not shown a clear path for lecturers and practicum students. Fifth are Sibermas Work Lecture / Apprenticeship / Comparative Study. These services are provided for final stage students, which includes KISS and internships for students of management and accounting courses, while for students of economics study program follow the comparative study and PPL. The results showed that there is no service process flow in each department to assist students and lecturers in implementation of these activities. Sixth is thesis proposal, research result and thesis exam. This service is provided for final stage students who have completed the entire course program. It is started from the registration of title, determination of supervisors and examiners, exams scheduling, improving exam results, issuing a research permit. The examination services of study results include: registration, draft examination of research results, scheduling and execution of exam. While the final exam of thesis includes: registration, examination of exam file, scheduling, execution of test and judgement. Thesis examination stage has differences, namely management and accounting majors take the process of three exams, while the economic education majors only take two exams, namely proposals and thesis exams. The results of this study show that there is no service process flow that is easily understood by students and lecturers to access the service. Seventh is Graduation. This service is provided to students after completing the entire set of academic obligations in course of study. This service starts from the verification of graduation file at major level then the graduation registration online. Further services on graduation are conducted by Academic Administration Bureau. The result of field research shows that there are no charts as a reference for students in accessing the service. 1.2 Academic service in research field. In context of research duty, services are organized by faculty through the apparatus to lecturers. Field findings indicate the service is not working properly. This is indicated by absence of stages / processes in selection and determination of winners / implementers of research in each department. These stages include submission of requests orally in each of respective majors, then the department set a proposal proposed to be funded by faculty. At this stage there are no proposal seminars and research seminars at both the department and faculty level. 1.3 Academic Service of Community Service. Service for community service is organized by officers at department and faculty level to lecturers at department level. The field results show the service process has not run properly. This condition is indicated by absence of a clear procedure mechanism in submission of a dedication program from the department to faculty level. So far, request of community service proposal is only delivered orally in each department, then the department proposes the implementation team to faculty without going through the selection process.

Sources

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1.1 Academic services in education and teaching. State University...

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state university of gorontalo has seven academic services in education and teaching.2. supporting and inhibiting factors of academic service at state university of gorontalo various factors to support and hinder the services of academic tri dharma are described below.

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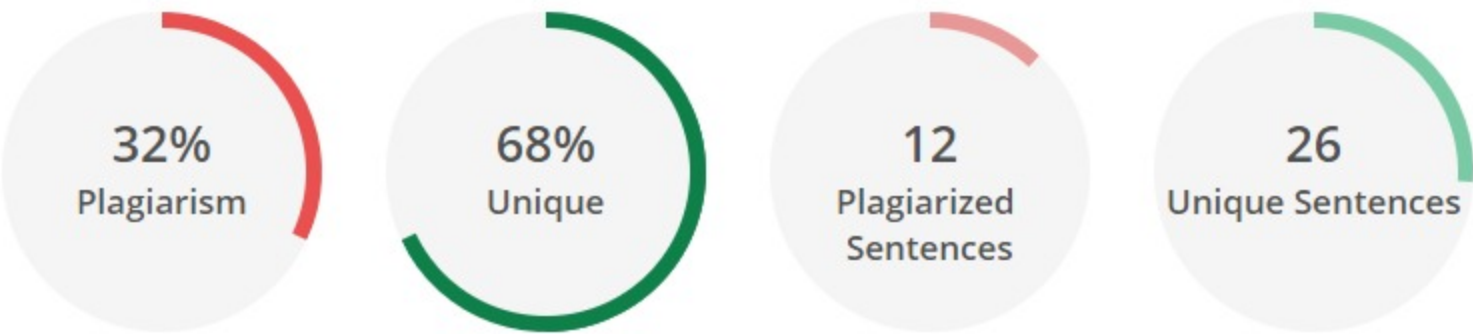
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2. Supporting and Inhibiting Factors of Academic Service at State University of Gorontalo Various factors to support and hinder the services of academic tri dharma are described below. 2.1 Academic services in education and teaching. The focus is to disclose various supporting and hindering determinants of students and lecturers in accessing the service. It can be described as follows. 1) KRS / KHS Service. The Field findings indicate several factors to determine this service as the availability of service infrastructure facilities, operator competence in each department and internet network. 2) Education/Middle examination/ Final examination service. Various factors to determine this service are availability of lecture infrastructure facilities, online lecture sched ules, lecturer competence courses and internet network availability. 3) Academic advisory services. This service has some things that are very decisive: the comparison between lecturers and number of students, schedule of academic advisory activities activities in current semester and lecturer competence in academic advisory tasks. 4) Practicum services. This service also has determining factors, including: the availability of laboratory facilities, re-determining which courses should be practiced in accordance with the needs, developments and demands of curriculum, allocation of financial resources, content / material practicum that has no guidelines, and procedures for practicum implementation. 5) Service of KKS / Internship / comparative study. This servi ce has several determining factors, include: apparatus implementer, resource activity, procedure and competence of field supervisor. 6) Service of academic seminar proposal, research result and thesis exam. These service determinants include: service procedures, ratio between lecturers and guided students, competence of supervisors and examiners and adequate examination spaces. 7) Graduation service. Various determining factors are the competence of implementing officers in conducting rigorous verification of graduation requirements, internet network for online graduation registration, infrastructure in graduation activities. 2.2 Academic services in research. This service is organized by faculty through the apparatus to lecturers. Field findings indicate that this service is not working properly. This is indicated by absence of stages / processes that should run for selection and implementation of research in each department. Therefore, research team has formulated the stages that must be implemented by apparatus for lecturers of research executor. The services provided include the proposal submission of research proposals from three departments through PNPB funds. The steps include: 1) delivery of notification letters / announcement to lecturers in each department, 2) request of proposal in accordance with specified timeframe, 3) seminar scheduling at departmental level, 4) implementation of seminar in each study program, 5) determination of winners in each department, 6) the implementation of PNPB research, 7) the implementation of monitoring and evaluation, 8) the implementation of research seminar and 9) the final report submission of research. 2.3 Academic Services in Community Service. Community service is organized by officers at department and faculty to lecturers at department level. The research findings show that process on this service has not run properly. The importance of process in this activity will facilitate the lecturers in carrying out community service duties. However, in absence of clear service stages, it will affect two things, 1) lack of lecturer interest in implementing community service through PNPB fund sources, 2) low quality of community service activities. In addition, PNPB funds source is needed for sustainability from the research results in each department to be further implemented into a community service program in next academic year. It is intended to implement various research results on community, so it will provide benefits for community who previously became the research object.

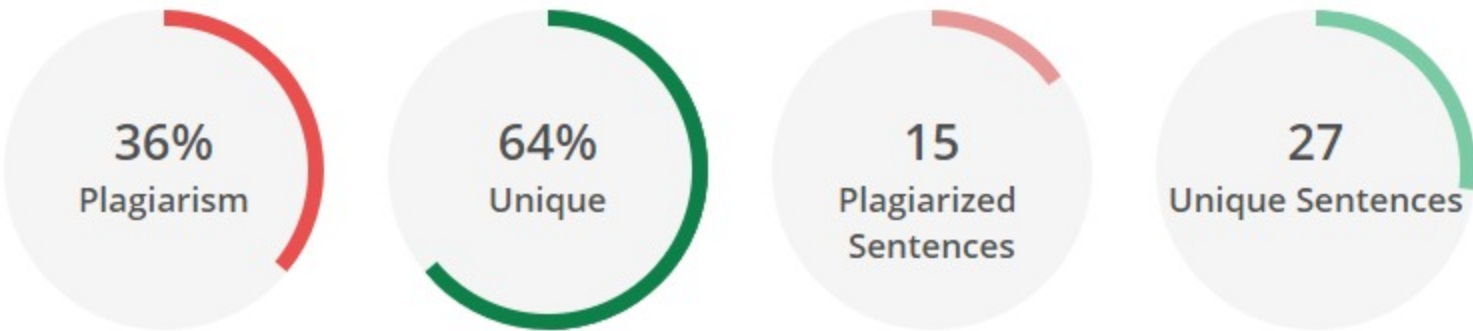
3. Reconstruction of Academic Service Model Development at State University of Gorontalo Based on Quality Assurance The reconstruction of model development in this research is the application of public service dimension in order to guarantee the quality of academic tri dharma. 3.1 Academic services in education and teaching. The application of service dimensions can be explained as follows. 1) KRS / KHS online. The mandatory service dimension is the Tangible dimension, which includes the fulfillment of facilities and infrastructure of online KRS service, internet network, and availability of computers in campus area. 2) Lecture program / Middle examination / Final examination. This service requires the implementation of Tangible dimensions that emphasize on the need for classroom tools, LCD Projectors, lecture chairs and air conditioners. Assurance dimension includes qualification of lecturer, frequency of lecturing and learning device. 3) Academic advisory. This service has responsiveness and empathy dimension. Dimensions of responsiveness emphasize the speed and accuracy of lecturers as academic advisors in responding to every problem faced by students in teaching and learning activities. The dimension of empathy is more emphasis on ability of lecturers in comprehensively understands the student problems to show process to complete the study. 4) Practicum course. This service is a form of practice over the theories that have been studied, therefore it takes tangible and assurance dimensions. The tangible dimension emphasizes on the need to support equipment in lab, while assurance more focuses on need for guaranteed practice results that can provide a learning experience for students. 5) KKS / Internship / Study Comparative. This service requires reliable and assurance dimensions. Reliable dimensions indicate the need for mature readiness for implementers in carrying out services from the beginning before the students take to field until students return to campus environment. While the assurance dimension demands a service guarantee from the service provider to program and its benefits for students, community, campus and government. 6) Thesis proposal, result and thesis exam. This service requires the deployment of reliable and assurance dimensions. Reliable dimension emphasizes on the service procedures that will be undertaken by students from proposal exam program, seminar results until the final exam of thesis. The dimension of assurance emphasizes on the need for guarantee implementation of service procedures in accordance with established mechanism. 7) Graduation. This service requires the implementation of reliable dimensions that emphasizes on the aspects of service procedures received by students since the registration process, graduation ceremony until certificate acceptance.

Sources	Similarity
Academic Services Reconstruction Based on Quality Assurance in <div>2. supporting and inhibiting factors of academic service at state university of gorontalo various factors to support and hinder the services of academic tri dharma are described below.</div> <div>http://www.ijbmi.org/papers/Vol(6)8/Version-2/H0608025358.pdf</div>	<div>Compare text</div> 32%

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3.2 Academic services in research. Previous research has been explained that there is no service procedure in research field, and there are various determining factors for the success of service. Therefore, research result shows that research proposal service from three departments through PNPB funds includes: 1) delivery of notification letter / announcement to lecturers in each department, 2) request of proposal in accordance with specified time frame, 3) seminar scheduling (4) implementation of seminars in each department, 5) determination of winners in each department, 6) implementation of PNPB research, 7) monitoring and evaluation, 8) implementation of research seminar and 9) Submission of final research report. In order to realize quality assurance services, academic service research mechanisms require following five service dimensions. Tangible dimension includes preparation of implementation resources and online computer based. The dimensions of reliability include the clarity of procedure mechanism in submission of research proposals. Dimensions of responsiveness are the responsibility of implementers in service submission of research proposals on proposed research scheme. Assurance dimension includes guarantee of service research proposal process that can be done in accordance with provisions. Dimensions of empathy are the implementation ability of apparatus (academic support) to services provided to each user. The service process of public service dimension implementation ideally becomes a valid step as the mechanism adopted in research program. Such endorsement may be made by faculty leader to avoid conflict with academic regulations. A clear and measurable research services become one strong motivation for lecturers and students in conducting various research programs. 3.3 Academic Services in Community Service. The research result indicates the need of procedure mechanism in proposing the proposal of community service. Furthermore, this service is organized by officers at department and faculty level to lecturers at department level. The importance stage in this activity will facilitate the lecturers in carrying out community service duties. However, in absence of clear service stages, it will affect two things: 1) lack of interest of lecturers in implementing community service through PNPB fund sources, 2) low quality of community service activities.PNPB funds are needed for sustainability from the research results in each department to be further implemented into a community service program in next academic year. It is intended to implement various research results on community, so it will provide benefits for community who previously became the research object.Community service program implementation is derived from the previous research program. It needs student involvement in every activity. Therefore, aspect of student involvement becomes one stage in implementation of community service. The benefits of this case include: 1) increasing the willingness and ability of students in implementing the knowledge to community, 2) increasing the role of lecturers in transfer of scholarship and community service through the role of students. The service mechanism in community service includes: 1) delivery of notification letter / announcement to lecturers in each department, 2) proposal in accordance with specified timeframe, 3) scheduling seminar at departmental level, 4) seminar implementation (5) determination of winners in each department, 6) implementation of PNPB research, 7) monitoring and evaluation, 8) implementation of research seminar, 9) submission of final research report.Quality assurance realization in community service requires five service dimensions. First, tangible dimension includes the preparation of implementing resources, online computer-based network. Second, reliability dimensions include the clarity of procedure mechanisms in submission of community service proposals. Third responsiveness dimensions include the responsibilities of implementers in service submission service submission to community service of submitted scheme. Forth, assurance dimension includes guarantee of community service process that can be done in accordance with provisions. Fifth, empathy dimensions include the apparatus ability (academic support) to services each user. IV. DISCUSSION State University of Gorontalo should refer to Minister of Manpower Decree No. 63 year 2003 to implement academic service of Tri Dharma In order to improve the quality of public services. Implementation of services must meet the following principles: 1) simplicity, 2) clarity, 3) time certainty, 4) accuracy, 5) security, 6) responsibilities , 7) completeness of facilities and infrastructure, 8) ease of access, 9) discipline, courtesy and hospitality, and 10) convenience.Research result shows that academic service of teaching education, research, and community service has not fully reflect the implementation of public service dimension as a form of guarantee to service quality. Therefore, reconstruction of service academic of tri dharma at State University of Gorontalo can be done through the fulfillment of resources needed in service and the simplification of service process stages.Effort to provide public services based on quality assurance, as proposed by Parasuraman (1998), should contain five dimensions that must be realized in public servant to achieve high service quality. First is tangible. It includes physical ability, equipment, personnel, and material communication. Second is reliable. It includes the ability to realize the promised service rightly and continuously. Third is responsiveness, as sense of responsibility to service quality. Forth is assurance, it includes knowledge, behavior and ability of employees. Fifth is empathy. It is individual attention to customer. V. CONCLUSIONS AND RECOMMENDATIONS Based on results of research and discussion, the conclusion of this research can be stated as follow. First, the model of academic services implemented at State University of Gorontalo has not met the quality assurance standards. Second, there are various determining factors in implementation of services in accordance based quality assurance with characteristics of each service at Tri Dharma College. Third, reconstruction of academic service model based on quality assurance can be developed and realized through the implementation of public service dimension at Tri Dharma of State University of Gorontalo. Public services based on quality assurance are one pillar in realizing a competitive work unit, as an effort to realize the State University of Gorontalo to become World Class University. Therefore, other work units in State University of Gorontalo may be proposed to adopt and implement academic service model based on quality assurance that has been generated from this research on their respective work units.

Sources	Similarity
<div>Academic Services Reconstruction Based on Quality Assurance in</div> <div>academic services in research and academic services in community service.various determining factors for the success of service. therefore, research result shows that research proposal service from three departments through pnpb funds includes: 1) delivery of notification...</div> <div>http://www.ijbmi.org/papers/Vol(6)8/Version-2/H0608025358.pdf</div>	<div>Compare text</div> <div>36%</div>