

The Influence of Mass Media and Human Resource Quality on Public Service Performance in Kendari City

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Abstract

Quality public services are a crucial indicator of the successful implementation of good governance principles, which encompass transparency, accountability, participation, and effectiveness. This study aims to analyze the influence of mass media and the quality of human resources on the performance of public services in the field of education in Kendari City. This study uses a quantitative approach with a survey method to 124 respondents at SMPN & SMPS in Kendari City. Mass media and human resource quality have a positive and significant influence on public service performance with path coefficient values of 0.895 and 0.739, respectively. Mass media have a positive and significant influence on governance. Governance has a positive and significant influence on public service performance, with a path coefficient of 0.955. Public service performance significantly mediates the influence of mass media on governance, with a path coefficient value of 0.739. The quality of human resources on governance through mediation of public service performance shows significant findings with a path coefficient value of 0.833, with a positive relationship direction. Strengthening the role of the media and improving human resource competencies as a strategy in bureaucratic reform, and improving the quality of educational services.

Keywords: *Mass Media, Public Services, Human Resources, Governance.*

Introduction

Human resources and mass media are two factors that play a crucial role in improving the performance of public services, particularly in the education sector. Qualified human resources not only perform their formal duties well but also demonstrate a strong sense of initiative to improve the quality of educational services (Tuan et al., 2021). The quality of human resources in the education sector reflects the capacity of educators and staff to manage the learning process, innovate teaching methods, and improve the effectiveness of educational administration.

This factor significantly determines the success of the education system in producing competent graduates ready to compete in the workforce. In addition to internal factors, external factors such as mass media also have a significant influence on improving educational services. Mass media acts as an instrument of social control that can influence public policy and government accountability in the provision of educational services (Kaur & Randhawa, 2021; Neessen et al., 2021). Mass media functions as a disseminator of information, a policy monitor, and a communication tool that can articulate various public aspirations regarding education. Mass media functions as a catalyst in creating transparency and accountability, thereby increasing public trust in the education system (López-Cabarcos et al., 2020).

In today's digital era, mass media has also experienced rapid development through online platforms that are more easily accessible to the wider public. Social media, news portals, and video-based platforms have become effective communication tools for conveying educational issues. Several studies have shown that organizational justice in the workplace can increase the productivity of educators and education personnel (Rahman & Karim, 2022; Vannala, 2022). On the other hand, some

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studies have stated that organizational justice does not necessarily have a direct impact on improving the performance of educational services (Hasyim & Palupiningdyah, 2021; Salam, 2020). This indicates a research gap that requires further investigation. Furthermore, the role of mass media in improving the quality of governance in the education sector remains a matter of debate. Several studies have shown that mass media can increase public oversight of education policies and encourage positive change (Na-Nan et al., 2021). However, some studies suggest that the influence of mass media on education policy is still limited and does not always contribute significantly to improving public services (Alshaikh & Bond, 2020). The inconsistency of these research findings indicates an empirical gap that needs to be clarified.

In terms of previous research, most existing studies are partial, focusing on only one variable, such as the influence of media on public policy or the influence of human resource quality on organizational effectiveness (Arifin & Sutrisno, 2019). Few studies have comprehensively and simultaneously examined the relationship between mass media, human resource quality, and public performance within the framework of realizing good governance in the education sector, particularly in the context of regional government such as Kendari City. Research by Nurjanah (2021) only highlights the role of mass media in shaping public opinion on education policy, without directly linking it to its impact on the performance of public institutions or governance. Her research is also more descriptive and does not address variable interactions quantitatively. Arifin & Sutrisno (2019), who focused on human resource quality in the government administration sector in general, did not specifically focus on education or consider external variables such as media influence.

Wikansari et. al., (2023) found that improving the quality of public services through an integrated one-stop shop model can improve the investment climate and increase public trust in the government. Research by Chang Sup Park et.al. (2021) shows that the use of mass media, such as television, newspapers, and online news sites, as well as social media, has a positive relationship with the level of political knowledge. Research by Juan Liu, et. al., (2017) comprehensively found that mass media plays a strategic role in shaping public perceptions of government performance. Within the framework of good governance, the media functions as a watchdog, provider of public space, and agenda-setter.

There is no integration between the theoretical approach of good governance and an empirical framework that examines the impact of input variables (media and human resources) on outcomes (public performance) in a quantitative and measurable manner. This study will examine the Influence of Mass Media and Human Resources Quality on Public Service Performance in order to create Good Governance in the Education Sector in Kendari City..

Methodology

The research was conducted at public and private junior high schools (SMP) in Kendari City, Southeast Sulawesi Province. This study employed a quantitative approach with a positivist paradigm (thinking about cause and effect, hypotheses, using measurement, and testing theories). This research was an explanatory survey. The population consisted of stakeholders in the education sector in Kendari City, including principals, vice-principals, and 20 public and private junior high schools (SMP) accredited as A and B. This population was selected because they play a direct role in the implementation and improvement of educational services in the area. The sample selection in this study was carried out using a stratified random sampling method, and the Slovin formula was used to determine the sample size. The data used in this study were primary and secondary. Primary data were obtained directly from respondents, namely, the Regional Apparatus Organizations (OPD) in Kendari City. Secondary data were used to support or complement the analysis. The data collection method used was a questionnaire. Data measurement in this study used a Likert scale with the working principles of Malhotra (2010) and Cooper & Seindler (2006). Instrument testing was carried out with validity tests, reliability tests, correlation tests, Multiple Linear Regression Analysis, mediation tests, and significance tests. Data were analyzed using descriptive and inferential statistics using SPSS Data Processing Software, AMOS/PLS-SEM, and Goodness of Fit Evaluation.

Results and Discussion

Evaluation of the measurement model was conducted by comparing the relative weights and assessing the significance of the weight measurements. The evaluation of the measurement model for each latent variable included mass media, human resource quality, public service performance, and governance.

The Mass Media Variable

The Mass Media Variable Indicators are access to public information, educational role, and public oversight.

Table 1. Loading Values of Evaluation Factors of Mass Media Variable Model

Indicators	Outer Loadings	t-statistic	P-Value
Access to Public Information (X11)	0.784	20.452	0.000
Educational Role (X12)	0.842	23.918	0.000
Public Oversight (X13)	0.773	17.721	0.000
Source(s): Prepared by the authors			

The Mass Media variable (X1) in the context of education in Kendari City is measured through three main indicators: access to public information, educational role, and public oversight. Based on the model evaluation results, indicated by the outer loadings, t-statistic, and p-value, all three indicators were proven valid and significant in shaping the Mass Media construct. The Public Information Access Indicator (X11) has an outer loading of 0.784, a t-statistic of 20.452, and a p-value of 0.000.

This indicates that access to public information provided by mass media has a strong and significant contribution to the Mass Media variable. This means that mass media in Kendari City is quite effective in providing accessible information to the public, particularly in the field of education. The Educational Role (X12) has the highest outer loading of 0.842, a t-statistic of 23.918, and a p-value of 0.000. The educational role of mass media is the most dominant indicator in shaping the Mass Media variable.

This indicates that mass media plays a crucial role as an educational tool for the public in the field of education. The media not only conveys information but also educates and raises public awareness of educational issues. Public Oversight (X13). Public oversight also proved significant with an outer loading of 0.773, a t-statistic of 17.721, and a p-value of 0.000.

Mass media in Kendari City has an effective oversight function over the implementation of educational programs and related policies. This is crucial as a social control measure to ensure transparency and accountability in education. The Mass Media variable in the field of education in Kendari City is strongly influenced by these three indicators. Mass media not only serve as a source of information but also as an effective agent of education and public oversight. This demonstrates the strategic role of mass media in supporting educational development in Kendari City. From a model evaluation perspective, all indicators demonstrated good reliability and validity, with outer loading values above 0.7 and a very high significance level ($p < 0.05$). This means that this measurement model for the Mass Media variable is reliable and can be used for further analysis in related research.

The Human Resource Quality Variables

Indicators of the Human Resource Quality variable (X2) in the context of education in Kendari City.

Table 2. Evaluation of the Human Resource Quality Variable Model

Indicators	Outer Loadings	t-statistic	P-Value
Competence (X21)	0.751	16.463	0.000
Work ethic (X22)	0.841	19.577	0.000
Integrity (X23)	0.817	23.030	0.000
Source(s): Prepared by the authors			

The analysis results show that all three indicators have outer loading values above 0.70, indicating convergent validity and adequate representation of the construct of human resource quality. Specifically, the Work Ethic indicator had the highest outer loading value at 0.841, followed by Integrity at 0.817, and Competence at 0.751. This indicates that work ethic is the strongest indicator of human resource quality in education in Kendari City.

The significance test results confirmed the validity of these indicators. All three indicators showed very high t-statistics, 16.463 for Competence, 19.577 for Work Ethic, and 23.030 for Integrity, respectively, with a p-value of 0.000 for all. This indicates that all indicators are statistically significant at the 95% confidence level, thus their contribution to the latent variable construct cannot be ignored.

Based on these results, it can be concluded that the measurement model for the Human Resources Quality variable in this study meets the requirements for validity and significance.

The three indicators used are not only statistically valid but also substantively reflect important aspects of the quality of teaching and education personnel in Kendari City.

The Public Service Performance variable

The Public Service Performance variable indicators in the education sector indicate that the three main indicators of Effectiveness, Efficiency, and Responsiveness have a significant and relevant contribution to measuring public service performance.

Table 3. Evaluation of Public Service Performance Variable Model

Indicators	Outer Loadings	t-statistic	P-Value
Effectiveness (Y11)	0.838	29.004	0.000
Efficiency (Y12)	0.878	26.149	0.000
Responsiveness (Y13)	0.891	35.564	0.000
Source(s): Prepared by the authors			

Quantitatively, the outer loading values of the three indicators are above the minimum threshold of 0.7, indicating that each indicator has high convergent validity. The Responsiveness indicator has the highest loading value at 0.891, followed by Efficiency at 0.878, and Effectiveness at 0.838.

This indicates that these three indicators are very good at representing public service performance variables, with Responsiveness being the most dominant aspect. In terms of statistical significance, the t-statistic values for all indicators are well above the critical value of 1.96, ranging from 26.149 to 35.564. Furthermore, all indicators have a p-value of 0.000, indicating very high statistical significance ($p < 0.05$).

Thus, all indicators have been empirically proven to contribute significantly to the formation of the Public Service Performance latent variable. Overall, these findings indicate that, in the context of public services in the education sector in Kendari City, responsiveness, efficiency, and effectiveness are key components in assessing and improving service quality.

These results can serve as a basis for policymakers to focus service improvements on these three dimensions, particularly increasing responsiveness in addressing community needs and expectations regarding education services.

Government Governance Variables

Table 4. Evaluation of the Governance Variable Model

Indicators	Outer Loadings	t-statistic	P-Value
Transparency (Z11)	0.856	28.228	0.000
Accountability (Z12)	0.867	43.606	0.000
Participation (Z13)	0.870	32.289	0.000
Source(s): Prepared by the authors			

The analysis results show that all indicators have high outer loading values, namely, Transparency (Z11): 0.856, Accountability (Z12): 0.867 and Participation (Z13): 0.870. These values are all above the minimum threshold of 0.7, indicating that each indicator has a strong and valid contribution in forming the Governance variable. Thus, these indicators are empirically proven to represent the construct being measured. In terms of significance testing, the three indicators also show very high t-statistic values, namely Transparency: 28.228, Accountability: 43.606 and Participation: 32.289. All t-statistic values are far above the critical value of 1.96 at the 5% significance level, indicating that the relationship between each indicator and the Governance variable is very significant statistically.

These results are also supported by a p-value of 0.000 for all indicators, indicating a very small probability of incorrectly rejecting the null hypothesis. Based on these results, it can be concluded that the education governance model in Kendari City has been formed in a valid and significant manner, with the main contributions coming from transparency, accountability, and participation.

These three indicators can be used as a basis for policy formulation and improvement of the education governance system to be more effective, accountable, and participatory.

Table 5. Relationship Between Mean Values and Outer Loadings

No	Variable/ Indicator	Average Value	Outer Loading	P-Value
1	Mass Media			
	Access to Public Information	4,35	0.784	0.000
	Educational Role	4,25	0.842	0.000
	Public Oversight	4,27	0.773	0.000
2	Human Resource Quality			
	Competence	4,33	0.751	0.000
	Work Ethic	4,17	0.841	0.000
	Integrity	4,32	0.817	0.000
3	Public Service Performance			
	Effectiveness	4,35	0.838	0.000
	Efficiency	4,22	0.878	0.000
	Responsiveness	4,21	0.891	0.000
4	Governance			
	Transparency	4,26	0.856	0.000
	Accountability	4,36	0.867	0.000
	Participation	4,32	0.870	0.000
Source(s): Prepared by the authors				

Table 5 shows that the three sub-indicators in the Mass Media variable obtained high average scores, reflecting positive public perceptions of the role of mass media in education in Kendari City. The Access to Public Information indicator had the highest average score of 4.35, indicating that the public finds it easy to access educational information through the media. Its outer loading was 0.784, indicating that although information is easily accessible, its contribution to the mass media construct is still moderate.

Educational Role recorded the highest loading score of 0.842, indicating that the media's educational function significantly influences public perception of mass media, although its average score was slightly lower (4.25). Meanwhile, Public Oversight had a mean score of 4.27 and a loading score of 0.773, indicating that the media's oversight role is quite perceived but has the lowest theoretical contribution compared to the other two indicators. The three indicators measured in the Human Resources Quality variable demonstrated positive perceptions from respondents.

Human Resources Competence obtained a mean score of 4.33, but had a loading score of 0.751, indicating that although considered important by the public, its contribution to the human resources construct is not as significant as the other indicators. Work Ethic obtained the highest loading of 0.841, indicating that the work enthusiasm and dedication of educational staff really reflects the quality of human resources, even though the average is relatively lower (4.17).

Integrity had a mean score of 4.32 and a loading of 0.817, indicating that moral values and honesty are also considered important and contribute strongly to human resource quality. Respondents gave a positive assessment of public service performance in the education sector, as evidenced by high mean and outer loadings for all indicators. Effectiveness had the highest mean score of 4.35, indicating success in achieving educational service objectives.

However, its loading score of 0.838 was slightly lower than the other indicators. Efficiency recorded a loading score of 0.878, with a mean score of 4.22, indicating that optimal resource utilization is a crucial aspect of public service performance. Responsiveness had the highest loading score of 0.891, indicating that the ability of public services to respond to public needs is a significant influence on perceptions of service performance, although its mean score was slightly lower (4.21).

For the Governance variable, all three indicators demonstrated high performance in terms of both perception and contribution to the construct. Accountability obtained the highest mean (4.36) and a loading of 0.867, indicating public trust in government accountability in education. Community participation showed the highest loading (0.870) with a mean of 4.32, indicating that citizen involvement in educational decision-making significantly influences perceptions of governance.

Transparency also showed a high score, with a mean of 4.26 and a loading of 0.856, indicating that information openness is an important factor reflecting the quality of governance. The structural

model was tested by examining the predictive value of the Relevance (R) R-Square, which is a test of the model's goodness of fit.

Table 6. R-Square

Variables	R-square	R-square adjusted
Mass Media		
Human Resource Quality		
Public Service Performance	0.887	0.885
Governance	0.916	0.914
Q-Square (Predictive relevance)	0.9905	
Source(s): Prepared by the authors		

The Public Service Performance variable, which mediates the influence of Mass Media and Human Resource Quality on Governance, yields a Q-square value of 0.09905, indicating that the Public Service Performance variable can be explained by the direct influence of Mass Media.

Human Resource Quality and the mediating role of Public Service Performance account for 99.05%, while the remaining 0.95% is explained by variables outside the model. Meanwhile, the model for the influence of Mass Media and Human Resource Quality on Public Service Performance yields an R-square value of 0.887, indicating that the variability of the Public Service Performance construct can be explained by Mass Media and Human Resource Quality, with the remaining 11.3% explained by variables outside the model. Meanwhile, the Model of the Influence of Mass Media, Human Resource Quality and Public Service Performance on Governance has an R-Square Value of 0.916 or it can be interpreted that the Governance construct variable can be explained by mass media, human resource quality and Public Service Performance by 91.6% while the remaining 8.4% is influenced by other variables outside the model.

The table shows that mass media and human resource quality are the main factors contributing significantly to improving public service performance and governance. An R-square value approaching 0.9 or above indicates that most of the variability in public service performance and governance can be explained by these two variables.

As previously explained, to address the research questions and hypotheses, namely the direct influence of exogenous variables on endogenous variables and the role of mediating variables, path analysis was conducted using Smart PLS 4 software. A summary of the results of the Direct Influence Path Analysis is as follows:

Table 7. Summary of Direct Influence Path Analysis Results

Research Variables	Path Coefficient	t-statistic (critical t: 1.98)	P-Value	Information
Mass Media - Governance	0.771	2.269	0.001	Accepted
Human Resource Quality - Governance	0.790	3.961	0.001	Accepted
Public Service Performance - Governance	0.724	3.126	0.000	Accepted
Mass Media - Public Service Performance	0.736	4.322	0.000	Accepted
Human Resource Quality - Public Service Performance	0.813	8.036	0.000	Accepted
Source(s): Prepared by the authors				

Based on the results of the path analysis as shown in Table 7, it was found that all relationships between variables in this research model showed a statistically significant influence. This is indicated by the t-statistic value, which is all greater than the critical value (1.98), and the p-value of 0.000, which is below the significance limit of 0.05. In detail, the Mass Media variable has a direct positive and significant influence on Governance with a path coefficient of 0.771, which means that increasing the role of mass media will improve the quality of governance. Similarly, the Quality of Human Resources (HR) has a direct influence on governance with a coefficient of 0.790. This indicates that the higher the quality of HR, the better the resulting governance.

The Public Service Performance variable also has a significant influence on Good Governance, with a coefficient of 0.724 and a t-statistic of 3.126. This means that the better the quality of services provided to the public, the higher the perception and realization of good governance. Responsive, transparent, and public satisfaction-oriented public services are a direct reflection of well-managed governance. Mass Media and Human Resource Quality were also shown to have a direct influence on Public Service Performance, with coefficients of 0.736 and 0.813, respectively. This indicates that both variables play a role in driving improvements in the quality of public services, both through the media's social control function and through increasing the competence and professionalism of state officials.

The interpretation of the results shows that, both directly and indirectly, Mass Media and Human Resource Quality contribute significantly to improving the quality of Good Governance, through strengthening aspects of Public Service Performance. The results of the mediation path analysis are shown in the following table.

Table 8. Results of the Indirect Effect Analysis (Mediation)

Exogenous Variables	Intervening Variable	Endogenous Variables	Path Coefficient	P-value	Information
Mass Media	Public Service Performance	Governance	0.739	0.000	Accepted
Human Resource Quality	Public Service Performance	Governance	0.833	0.000	Accepted
Source(s): Prepared by the authors					

The results of this study indicate that mass media has a positive and significant influence on the performance of public services in the field of education in Kendari City. The path coefficient value of 0.895 with a positive direction indicates that mass media has a unidirectional relationship with public service performance. This means that the more intensive, objective, and transparent the news or media spotlight on education services, the better the performance of education service providers. Statistical tests show a t-value of 4.322, far exceeding the t-table value (1.98), and a significance value (p-value) of 0.000, or significant at the 1% level. Thus, the hypothesis stating that mass media has a positive and significant influence on public service performance is accepted. These results are in line with the mass communication theory by McQuail (2010) which states that mass media has an important function in the process of democratization, transparency, and public accountability.

The media serves as a channel for conveying information, monitoring policy, and connecting the government and the public. In the context of public services in education, the presence of mass media can stimulate public and policy-makers' attention to educational service issues such as teaching quality, infrastructure, and the distribution of teaching staff.

The agenda-setting theory by McCombs and Shaw (1972) also supports this finding, stating that the media not only tells the public what to think but also directs attention to certain issues deemed important, including those related to educational services. When the mass media is active, Bovens (2007) explains that the media functions as an external oversight channel (external accountability mechanism).

The mass media helps strengthen transparency and accountability by publishing information related to public services, which ultimately demands that service agencies, such as the Department of Education, improve service quality. Grimmelikhuijsen & Meijer (2015) in the journal *Public Administration Review* state that information transparency and media exposure directly influence public trust and perceptions of public service performance. The media acts as a catalyst for increasing the efficiency and responsiveness of public institutions. Moon, M.J. (2002), in his article **The Evolution of E-Government among Municipalities**, emphasized that the media plays a crucial role in improving the performance of public agencies by pressuring bureaucracies to innovate and be more accountable in services, including education. Luo et al. (2012) in the *Journal of Public Administration Research and Theory* stated that media actively reporting on public service issues exerts social and political pressure on public officials, encouraging improved service delivery to the public.

These findings align with previous research by Nurhadi (2019), which found that the mass media plays a significant role in increasing the accountability of education service bureaucracies in urban areas. The study shows that the intensity of media coverage related to educational services has a direct impact on the speed and responsiveness of educational institutions in handling public complaints.

Similarly, research by Saragih and Siregar (2021) shows that local media in Southeast Sulawesi have a significant influence in shaping public opinion and pushing for more transparent and participatory education policy changes. In the context of Kendari City, local media plays a crucial role in voicing public aspirations and complaints regarding education services.

When the media consistently reports on public service issues, such as teacher shortages, low-quality educational facilities, or poor school management, public pressure increases. This encourages the city government, through the Education Office, to evaluate and improve services in response to public expectations. Based on communication theories, previous research, and empirical data showing a strong and significant relationship, it can be concluded that mass media makes a positive contribution to improving public service performance, particularly in the education sector in Kendari City.

Mass media is not only a source of information but also an effective instrument of public oversight in creating more transparent, responsive, and accountable governance. The analysis results show that human resource quality has a positive and significant influence on public service performance in the education sector in Kendari City, with a path coefficient of 0.739, a t-test value of 8.036 (greater than the t-table of 1.98), and a p-value of 0.000 at the 1% level. These findings indicate that improving human resource quality directly impacts public service performance, particularly in the education context.

Theoretically, human resource quality is a crucial factor in determining the effectiveness and efficiency of public services. According to Becker (2002), quality human resources can increase productivity and service quality through technical skills, managerial competencies, and professional attitudes that support optimal task execution.

This is reinforced by the resource-based view theory, which states that human resources are strategic assets that are not easily imitated and can be a source of competitive advantage for organizations (Barney, 2001). In the context of public education services, the quality of human resources includes the expertise of educators, administrative staff, and managers who are able to carry out service functions effectively. Research by Wright et al. (2007) confirms that competent and highly competitive human resources will drive the performance of public organizations, including increasing public satisfaction with the services provided. This is in line with the results of research by Sulistiyani and Hidayat (2018), which found that improving the quality of human resources significantly influences the performance of public services in the education sector in Indonesia. Kim and Lee (2017) in the Public Administration Review showed that the quality of human resources in the public sector is positively correlated with service performance, especially when training and competency development support are provided continuously. This research strengthens the finding that investment in improving the quality of human resources contributes significantly to improving public service performance.

Empirically, the results of this study are consistent with previous studies, such as the study by Pandey and Wright (2006), which stated that human resource quality is a key determinant of the successful implementation of public service programs. Similarly, findings by Nguyen and Bryant (2020) demonstrate the positive influence of human resource quality on the effectiveness of public services in developing countries. In their research on human resource management in the public sector, Pandey and Wright (2006) demonstrated that human resource quality significantly influences the effectiveness of public service delivery.

They found that public organizations that manage human resources effectively improve service performance and public satisfaction with the services provided. Kim and Lee (2017) in their Public Administration Review emphasized that improving the competence and continuous training of human resources in the public sector directly impacts service performance. This study suggests that investment in human resource development is a key factor in increasing the effectiveness of public services.

Research by Sulistiyani and Hidayat (2018) in Indonesia's education sector found that the quality of human resources, particularly the professional skills of educators and administrative staff, significantly contributes to improving the performance of education services. These results reinforce the findings of current research that quality human resources are able to provide more optimal services and are responsive to public needs.

Nguyen and Bryant (2020), in their study in developing countries, also found a positive correlation between human resource quality and public service effectiveness. This research highlights the importance of human resource capabilities in carrying out tasks efficiently and with a results-oriented approach to improving public service performance. Wright et al. (2007) emphasized that human

resource quality is a key determinant of the success of public services, with a positive impact on productivity and the quality of services received by the public.

The overall results of this study strengthen the hypothesis that human resource quality has a positive and significant impact on public service performance. This also emphasizes that human resource development must be a strategic priority to improve service quality, particularly in the education sector in Kendari City.

The analysis shows that mass media has a positive and significant influence on governance, as evidenced by the path coefficient of 0.830, which is positive. The t-test value of 2.269, which is greater than the t-table (1.98), and the significance value of 0.000 ($p < 0.01$), indicate that the influence is significant at the 99% confidence level.

Thus, mass media has been shown to contribute significantly to improving the quality of governance, particularly in the education sector, which in turn improves public service performance. Theoretically, the influence of mass media on governance can be explained through several key concepts in the literature on modern communication and governance.

Agenda-Setting Theory (McCombs & Shaw, 1972) states that the mass media has the ability to determine issues of public and government concern, making it a key driver of policy priorities and public sector management. In the context of governance, the media plays a role as a watchdog, information disseminator, and facilitator of public participation, indirectly increasing government accountability and transparency (Grönlund, 2007; Norris, 2000).

Governance Network Theory (Rhodes, 1996) emphasizes the importance of interactions between public and non-public actors in effective governance, where the mass media serves as a crucial communication bridge connecting the government, the public, and other stakeholders, thereby strengthening collaboration and participation in decision-making. Gil de Zúñiga, Jung, & Valenzuela (2012) show that digital mass media increases citizen engagement and promotes transparency in local governance. Research by Tandoc Jr. and Johnson (2016) strengthen the role of mass media in increasing government accountability through more effective reporting of education and public service issues.

Several studies have also found a positive correlation between mass media and governance. For example, research by Pradipta (2020) shows that mass media influences public policy through the dissemination of information that can encourage public participation in oversight of the education sector. Gil de Zuniga, Jung, & Valenzuela (2012) in their study entitled "Social Media Use for News and Individuals' Social Capital, Civic Engagement and Political Participation" (Journal of Computer-Mediated Communication) found that the use of social media as part of mass media increases citizen participation and strengthens social ties, which indirectly improves transparency and governance.

This supports the finding that mass media can improve the quality of governance in the public sector. Tandoc Jr. & Johnson's (2016) study "Most Students Get Breaking News First from Twitter" (New Media & Society) revealed that mass media, especially digital media, plays an important role in disseminating fast and accurate information regarding public issues, including education. Media that actively reports on government issues encourages accountability and transparency, which are part of good governance. Pradipta (2020) In the Indonesian context, a study entitled "The Role of Mass Media in Oversight of Public Policy in the Education Sector" shows that mass media contributes to increasing public participation in oversight of local governments, especially in education governance. Mass media is a strategic communication tool to encourage transparent and accountable governance. Gronlund's (2007) study discussing "E-Government and Transparency" emphasizes the role of digital media as a means of transparency that improves governance through the dissemination of information that is more easily accessible to the public.

The analysis results show a path coefficient of 0.893 with a positive direction, indicating that human resource quality has a strong, unidirectional relationship with governance. The t-test value of 3.961 is greater than the t-table value of 1.98, and the p-value is 0.001, indicating a significant effect at the 95% confidence level. The hypothesis stating that human resource quality has a positive and significant effect on governance is accepted. Theoretical support from modern literature confirms the importance of human resource quality in improving the effectiveness of governance.

According to Becker (2002), in his theory of human capital, improving human resource quality through education and training can increase the productivity and effectiveness of organizations, including government institutions. The World Bank (2007), in its study of governance, emphasized that

human resource quality is a key factor in determining the success of bureaucratic reform and improving public sector performance. In the context of education, Melewar and Jenkins (2002) highlighted that the quality of human resources in the education sector significantly determines the ability of local governments to formulate and implement effective education policies.

Othman et al. (2014) in the international journal *Public Administration and Development* asserted that improving human resource capabilities significantly impacts governance by increasing transparency, accountability, and the quality of public services. Previous relevant research demonstrates consistent results that align with the findings of this study.

For example, Rahman, K., Ahmad, S., & Abdullah, H. (2018) in their study in the *International Journal of Public Sector Management* found that improving human resource competency significantly contributes to improving good governance, particularly through increased accountability and responsive public services. Research by Sari and Putra (2019), which examined the impact of human resource quality on local governance in Indonesia, also found similar results, namely that human resource quality positively impacts the effectiveness of resource management and the implementation of government programs, including in the education sector.

A study by Kim and Lee (2020) in the journal *Public Management Review* suggests that human resource quality plays a crucial role in increasing the capacity of government institutions and implementing good governance through continuous training and development. The research findings confirm that investment in improving the quality of human resources is crucial for fostering better, more transparent, and more responsive governance, which ultimately supports the effective development of the education sector.

The results of the study indicate that good governance has a positive and significant influence on public service performance, with a path coefficient of 0.955 and a t-value of 14.126, which is greater than the t-table value (1.98), and a significance value of 0.000 ($p < 0.05$). This means that better governance improves public service performance, particularly in education services in Kendari City.

Public service performance in question encompasses the effectiveness, efficiency, responsiveness, accountability, and quality of services provided by government agencies, particularly the education office and related units. Good governance is reflected in the principles of transparency, participation, accountability, effectiveness, and fairness in government processes. These findings indicate that improving the quality of public services directly strengthens good governance, as the public has greater trust and involvement in a transparent and accountable government system.

Osborne & Gaebler (1992) initiated the concept of NPM, which was further developed in the early 2000s. NPM emphasizes the importance of efficiency, effectiveness, and results-orientedness in the public sector. This theory underpins the importance of quality public services as an integral part of modern governance.

According to Pierre and Peters (2000), governance encompasses the relationship between the state and society, as well as various actors in the public policy process. Public service performance is a crucial indicator in assessing the success of this governance. The UNDP (2002) outlined nine principles of good governance, including participation, transparency, accountability, and responsiveness, all of which are highly dependent on the quality of public services provided by government institutions.

Andrews, R., Boyne, G. A., & Walker, R. M. (2011). "The impact of management on administrative and survey measures of organizational performance." *Public Management Review*. This study found that the performance of public organizations is significantly influenced by internal management and governance practices, which in turn impact public perceptions of service quality.

Kuhlmann, S., & Wollmann, H. (2014). "Introduction to Comparative Public Administration." Edward Elgar Publishing. Focuses on the relationship between public sector reform, service performance, and its impact on local governance. From the analysis and literature support, it can be concluded that public service performance is an important determinant in creating good governance, especially in the field of education. This finding is in line with various previous theories and studies, which emphasize that improving service quality will encourage the creation of a government that is transparent, accountable, and responsive to the needs of the community.

The results of this study reveal that public service performance significantly mediates the influence of mass media on governance in the education sector in Kendari City, with a path coefficient value of

0.739 and a p-value of 0.000. This value indicates a positive and significant relationship, which means that improving the function of mass media will have a greater impact on improving governance if followed by an increase in the quality of public service performance. This finding is in line with the results of previous research by Liu et al. (2019) in the journal *Sustainability*, which stated that traditional and new media have a role in increasing public satisfaction with government services. The study found that perceptions of public services can shape trust and legitimacy towards the government, as well as improve governance (Liu, J., et al., 2019). This study supports the role of mass media in creating public pressure that can encourage service improvements, which then have positive implications for governance. Furthermore, Sedarmayanti et al. (2020) in the journal *International Journal of Academic Research in Business and Social Sciences* showed that good governance is inseparable from the contribution of transparent and accountable public bureaucratic performance.

This research strengthens the position of public services as a determining factor in the implementation of good governance principles, which include accountability, responsiveness, and the effectiveness of state apparatus performance. Yudiantmaja (2021) in the journal *Policymaking: Government and Research* stated that public perception of government is strongly influenced by the image of public services they directly experience.

If the media raises service issues but is not responded to with tangible performance improvements, distrust in the government will arise. Therefore, the role of public services as a mediator is crucial in translating media pressure into adaptive and solution-oriented policies. The public service motivation theory approach, which states that the enthusiasm of public service employees to serve the public interest plays a crucial role in the effectiveness and success of governance (Perry & Hondeghem, 2008), emphasizes that the quality of service performance depends not only on the system but also on motivation and responsiveness to public expectations shaped by the media. By linking the research findings of various previous studies, it becomes increasingly clear that mass media can drive improvements in governance if supported by high-quality public services. Public service performance acts as a strategic mediator, capable of translating pressure and expectations from the public (through the media) into concrete actions that reflect the principles of good governance.

The analysis of the path of influence of human resource quality on governance through the mediation of public service performance revealed significant findings. Based on statistical tests, the path coefficient was 0.833, indicating a positive relationship. This indicates that improving human resource quality positively contributes to improved governance, with public service performance acting as a mediating variable, strengthening this relationship.

Furthermore, a p-value of 0.000, significant at the 1% confidence level, confirms that this relationship is not coincidental but is statistically highly significant. Therefore, it can be concluded that public service performance significantly mediates the influence of human resource quality on governance in the education sector in Kendari City.

Nasution et al. (2020) examined the influence of internal control on public service quality and governance. Their research found that public service quality mediates the relationship between internal control and governance, with good control improving service performance and ultimately quality governance. This research emphasizes the importance of public services as a mediator in governance mechanisms. Paramitha (2024) examined the influence of governance quality, information technology use, and employee performance on regional tax revenue. The results showed that employee performance mediates the relationship between governance and tax revenue optimization. This study supports the finding that human resources and public service performance play a crucial role in improving governance effectiveness.

Agyemang and Ansong (2019) examined the relationship between human resource quality and public services in the Ghanaian government sector. They found that qualified human resources significantly improved public service performance, which in turn improved accountability and governance. This study emphasized the crucial role of human resources as a key asset in improving the quality of public governance. Zandi et al. (2019) analyzed how human resource management practices influence public organization performance through motivation and knowledge sharing.

The results showed that well-managed human resource quality contributes to improved public service performance, which in turn improves governance (Zandi et al., 2019). Mu'min and Santosa (2021) examined the relationship between human resource quality, public services, and governance in the education and health sectors. The results showed that human resource quality and public services

simultaneously have a positive and significant impact on good governance, consistent with research in Kendari City (Mu'min & Santosa, 2021).

These studies reinforce the finding that public service performance is not only influenced by Mass Media and Governance variables but also by the quality of human resources. The influence of Human Resource Quality on public service performance is greater when mediated by Governance than its direct influence. The Governance variable acts as a partial mediator. Thus, the addition of the public service performance variable as a new finding in this study has sufficient evidence to be accepted. This indicates that the implementation of public service performance will encourage good governance in the field of education in Kendari City so that the tasks carried out are in accordance with applicable regulations.

Conclusion

Mass media serves as an effective means of communication that not only conveys information but also promotes transparency and accountability in education services. High-quality human resources are able to carry out their duties effectively, responsive to community needs, and adaptive to changes and the increasingly complex challenges of public services. Mass media helps increase transparency and accountability in local governments, thereby encouraging better governance and a focus on improving the quality of public education services. Public service performance plays a significant mediator in the relationship between human resource (HR) quality and governance in the education sector in Kendari City.

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