



Institutional Determinants of Service Quality in Pancasila Education: An Integrated Governance Perspective

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ARTICLE INFORMATION

Received: February 20, 2026

Revised: July 06, 2026

Accepted: July 20, 2026

Available online: October 01, 2026

KEYWORDS

Integrated Governance; Lecturer Competence; Public Higher Education; Service Quality; Pancasila Education

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A B S T R A C T

The aim of this study is to investigate how institutional determinants—represented by lecturer competence, bureaucratic work orientation, service systems, and infrastructure—influence the quality of Pancasila education services and to interpret these relationships through an integrated governance perspective. Although previous studies have identified various factors affecting educational service quality, limited attention has been given to understanding how these institutional determinants collectively shape service delivery within a public governance framework, particularly in compulsory Pancasila education. A quantitative explanatory design was employed using structured questionnaires administered to 80 students enrolled in the compulsory Pancasila course at Politeknik Negeri Pontianak. Data were analysed using multiple linear regression following validity, reliability, and classical assumption tests. The results indicate that the proposed model explains 76.4% of the variance in service quality ($R^2 = 0.764$, $p < 0.001$). Lecturer competence emerged as the most influential determinant, while infrastructure also showed a positive and statistically significant contribution. By contrast, bureaucratic work orientation and service systems did not exhibit statistically significant direct effects, indicating that procedural arrangements alone are insufficient to improve educational service quality without competent human resources and adequate institutional support. The novelty of this study lies in extending public governance scholarship by interpreting the combined influence of institutional determinants through an integrated governance perspective rather than examining each determinant in isolation. This perspective demonstrates how institutional arrangements collectively shape educational service quality while identifying human capital as the principal driver of effective service delivery. The findings provide practical implications for higher education institutions by emphasising lecturer competency development, institutional support, and governance-oriented strategies to strengthen the quality of compulsory Pancasila education services.

INTRODUCTION

The Assimilation of the mandated values into higher education is a critical issue in contemporary public governance. The Government of Indonesia regulates this assimilation through Law Number 12 of 2012, which requires higher education institutions to include Pancasila as a compulsory subject within the national curriculum. This regulation assigns higher education institutions a formal responsibility to internalise state values through structured learning processes. Pancasila education, within this system, functions as an instrument for transmitting foundational norms that guide civic behaviour and public ethics. Public universities consequently position Pancasila education as part of their institutional obligations in delivering public services that are consistent with national policy directives. Implementing this mandate requires universities to organise instructional processes that reflect accountability, effectiveness, and measurable service quality. Institutional compliance with these principles depends on the effective interaction of organisational capacity, professional human resources, administrative systems, and supporting infrastructure within higher education institutions. Accordingly, the quality of Pancasila education may be understood not only as an instructional outcome but also as a reflection of institutional service delivery within the broader context of public governance.

The implementation of compulsory curriculum policies reflects the application of public governance principles within higher education institutions. Public organisations translate

these values into formal procedures, administrative routines, and professional standards that shape service delivery mechanisms. Higher education institutions operationalise governing values through curriculum structures, instructional design, and evaluation systems that regulate learning outcomes. Pancasila education, in this context, integrates ideological instruction with bureaucratic service provision that follows institutional regulations and academic standards. The delivery of this subject requires lecturers to apply pedagogical competence while adhering to the administrative procedures that govern academic services. Accordingly, the quality of Pancasila education services is influenced by institutional determinants, including lecturer competence, bureaucratic work orientation, service systems, and infrastructure, which collectively support the effective implementation of compulsory curriculum policies. In this study, these institutional determinants are interpreted through an Integrated Governance Perspective, which serves as a conceptual framework for explaining how organisational capacity supports educational service delivery rather than as an empirically measured construct.

Public Higher education institutions face empirical challenges in upholding service quality within mandatory curricula. Students, as service recipients, evaluate educational services based on clarity of instruction, responsiveness of lecturers, and consistency of academic processes. These expectations require institutions to organise learning environments that demonstrate structured delivery and

professional interaction. Politeknik Negeri Pontianak, as a public vocational institution, has the obligation to provide learning services that meet both technical competency standards and public accountability requirements. The institution must ensure that Pancasila education is provided via systematic planning, consistent implementation, and transparent evaluation mechanisms. Previous studies report satisfactory pedagogical performance in compulsory courses (As'ari et al., 2024); however, these studies focus primarily on instructional delivery and assessment outcomes. Consequently, they provide only limited evidence regarding the broader institutional conditions that shape educational service quality, including organisational support, administrative coordination, and resource capacity required for the effective implementation of compulsory Pancasila education.

Scholarly literature in public administration identifies several determinants that influence service quality within public organisations. Competence refers to individuals' capacity to perform tasks in accordance with professional standards, while bureaucratic work orientation reflects the alignment of administrative behaviour with organisational goals. Service systems provide organised procedures that regulate interactions between service providers and recipients, and infrastructure facilitates the physical and technological requirements of service delivery (Hanitha, 2013; Ratminto, 2018; Thoha, 2012). These determinants operate as interrelated elements that influence the dependability and stability of public services. Empirical research further demonstrates that human capital and institutional support systems make a substantial contribution to organisational performance throughout various contexts (Ardiansyah, 2022; Maryen et al., 2025; Yulianti & Annisa, 2024). Organisations that maintain structured service systems and adequate infrastructure tend to demonstrate more consistent service outcomes. International studies on civic and value-based education also emphasise the importance of professionalising service delivery within public institutions to secure alignment between policy objectives and implementation practices. Nevertheless, previous studies have generally examined these determinants separately or within broader educational and public administration contexts, with limited attention to their integrated influence on the quality of compulsory Pancasila education services in public vocational higher education.

A bibliometric analysis strengthens the identification of research gaps in the existing literature on Pancasila education and educational service quality. The analysis, conducted using VOSviewer on publications from 2020–2025, indicates that researchers predominantly examine curriculum content, ideological reinforcement, and pedagogical approaches in the context of Pancasila education. These studies provide important insights into instructional strategies and value transmission but devote comparatively less attention to the institutional mechanisms that influence service quality. Institutional and organisational dimensions, including administrative coordination, organisational behaviour, service systems, and institutional support, remain relatively underexplored within this body of literature. Previous studies also rarely examine lecturer competence, bureaucratic work orientation, service systems, and infrastructure simultaneously within a unified analytical framework capable of explaining their combined influence on service quality. These bibliometric findings therefore indicate not only an imbalance in the existing research focus but also a clear need for studies that integrate institutional

determinants to explain variations in the quality of compulsory Pancasila education services. Accordingly, this study addresses this gap by examining the combined influence of lecturer competence, bureaucratic work orientation, service systems, and infrastructure through an Integrated Governance Perspective, thereby providing a more comprehensive explanation of educational service delivery within public vocational higher education.

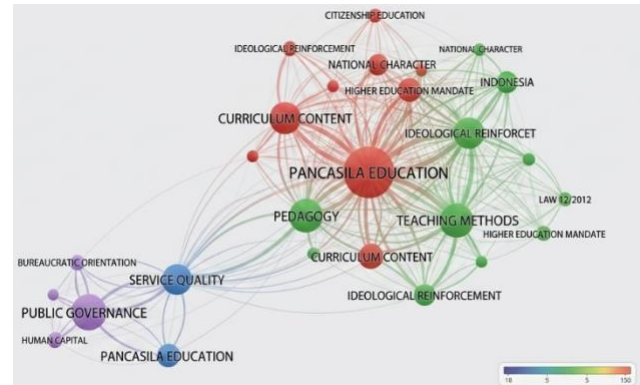


Figure 1. Bibliometric Visualisation of the Main Theme of the Quality of Pancasila Education Learning Services at Vocational Universities. (Source: VOSviewer analysis of articles, 2020–2025)

Based on the identified research gap, this study addresses several research questions. The study examines the influence of lecturer competence on the quality of Pancasila education services by analysing how professional competence affects instructional delivery. The study also analyses the effect of bureaucratic work orientation on educational service quality by evaluating how administrative behaviour contributes to the consistency of academic services. Furthermore, the study examines the extent to which service systems support educational service quality through structured procedures and standardised administrative processes. The study also investigates the contribution of infrastructure to educational service quality by assessing the availability of physical and technological resources that support learning activities. Finally, the study examines the simultaneous influence of these institutional determinants to identify their combined contribution to the quality of Pancasila education services within public vocational higher education.

The novelty of this study lies in integrating institutional determinants to analyse the quality of Pancasila education services from an Integrated Governance Perspective. The study develops a comprehensive analytical framework that brings together lecturer competence, bureaucratic work orientation, service systems, and infrastructure as interconnected institutional determinants influencing educational service quality. Rather than treating governance as an empirically measured construct, this study employs an Integrated Governance Perspective as a conceptual lens for interpreting how these institutional determinants collectively support the implementation of compulsory Pancasila education. This approach extends previous studies that have primarily focused on pedagogical effectiveness or ideological aspects by incorporating administrative and organisational dimensions of public service delivery. By integrating these institutional determinants within a single analytical framework, the study provides a more comprehensive explanation of educational service quality in public vocational higher education and contributes to the public administration literature on governance-oriented educational service delivery.

The aim of this study is to analyse how lecturer competence, bureaucratic work orientation, service systems, and infrastructure, as institutional determinants, influence the quality of Pancasila education services at Politeknik Negeri Pontianak. The relationships among these institutional determinants are interpreted through an Integrated Governance Perspective, which provides the conceptual basis for understanding how institutional capacity supports educational service delivery without treating governance as an empirically measured construct. The study expects to generate empirical evidence that contributes to the development of governance-oriented practices in public higher education institutions. Furthermore, the findings are expected to enrich the public administration literature by providing a more comprehensive understanding of institutional determinants of educational service quality while offering practical policy recommendations for strengthening lecturer competence, institutional support, administrative coordination, and service improvement in the implementation of compulsory Pancasila education.

METHOD

The study employs a quantitative explanatory research design to examine the institutional determinants of service quality in Pancasila education at Politeknik Negeri Pontianak. The research is grounded in an institutional analytical framework that interprets lecturer competence, bureaucratic work orientation, service systems, and infrastructure as key determinants of educational service quality within public higher education. This design is selected to test causal relationships between institutional variables and service quality outcomes in a structured and measurable manner, consistent with the objective of identifying statistically significant predictors of educational service performance. A quantitative approach is considered appropriate because it enables the transformation of institutional phenomena into measurable variables that can be analysed using statistical techniques. The study captures student perceptions of service quality through standardised instruments, allowing for objective comparison across variables and facilitating hypothesis testing. In this study, the Integrated Governance Perspective is used as an interpretative framework rather than an empirically measured construct, providing a conceptual basis for understanding how institutional capacity shapes the delivery of compulsory Pancasila education services. This methodological approach follows established guidelines in quantitative social research (Cohen et al., 2018; Creswell & Creswell, 2018), which emphasise the importance of explanatory designs in identifying relationships among variables. The design is also aligned with public administration research that utilises institutional determinants to evaluate service quality in public organisations (Sugiyono, 2021).

The study collects primary data through a structured questionnaire designed to measure institutional determinants of service quality in Pancasila education. The instrument operationalises each research construct into dimensions and observable indicators derived from established theories in public administration, organisational behavior, and service management. Service quality, as the dependent variable, is measured using the SERVQUAL framework, which includes five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1988). Tangibles are reflected in the availability of learning management systems, classroom conditions, and air conditioning facilities. Reliability is measured

through lecturer honesty, firmness in implementing academic regulations, and consistency in fulfilling teaching commitments. Responsiveness is reflected in lecturers' mastery of course materials and communication effectiveness. Assurance is measured through lecturers' ability to explain course materials and their professionalism in delivering learning services. Empathy is reflected in lecturers' attention to students and fairness in treatment.

Lecturer competence is operationalised based on competency theory, encompassing knowledge, skills, self-concept, and personal characteristics (Spencer & Spencer, 1993). Knowledge includes understanding of academic tasks and institutional functions. Skills are reflected in the ability to influence learning processes and ensure clarity of academic tasks. Self-concept is measured through the ability to guide students and foster cooperation. Characteristics include self-confidence and self-control in instructional processes.

Bureaucratic work orientation is measured based on organisational behavior perspectives from (Thoha, 2012) and (Santrock, 2023), encompassing attitudes and behavioural dimensions. Attitudinal indicators include honesty, discipline, and responsibility in academic service delivery. Behavioural indicators reflect value-based actions and consistency in applying institutional norms even under challenging conditions.

Service systems are measured using public service management perspectives from (D. Osborne & Gaebler, 2008) and (Tjiptono & Chandra, 2020), which emphasise service effectiveness and procedural governance. Indicators include service strategy (directly perceived and implemented services), service procedures (operational service hours and academic SOPs), and service standards that ensure consistency in academic administration.

Infrastructure is measured based on public service infrastructure theory from (Moenir, 2015) and (Hanitha, 2013), covering the availability of supporting facilities. Indicators include the availability of work equipment such as computers and LCD projectors, as well as supporting facilities such as internet access and classroom utilities.

All items are measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Verhoeven, 2021). The development of measurement instruments is fully grounded in established theoretical frameworks to ensure construct validity and measurement reliability across institutional dimensions of service delivery in higher education. The standardised measurement approach allows comparability across variables and provides a robust basis for statistical analysis using multiple linear regression.

The research population consists of undergraduate students at Politeknik Negeri Pontianak who have completed in the learning process of Pancasila as a compulsory component of the curriculum (Mata Kuliah Wajib Kurikulum/MKWK). The population was defined to ensure that all respondents possessed direct experience with the educational services being evaluated and were therefore able to provide informed assessments of service quality. The inclusion of students from multiple departments was intended to capture variations in learning environments while maintaining the relevance of respondents' experiences with compulsory Pancasila education. The sample size satisfies the minimum requirements for explanatory research employing multiple linear regression and is considered adequate to produce statistically reliable parameter estimates and hypothesis testing (Cohen et al., 2018; Creswell & Clark, 2023;

Joshi, 2019; Usman & Akbar, 2017). The study employed accidental sampling to recruit respondents who had completed the compulsory Pancasila course and were available during the data collection period. This technique was considered appropriate because it enabled the researcher to obtain responses efficiently from participants who had direct experience with the educational services under investigation, thereby ensuring the relevance of the collected data to the research objectives (Sugiyono, 2017). Nevertheless, the use of accidental sampling may limit the generalisability of the findings beyond the study population. Accordingly, the results should be interpreted within the context of public vocational higher education, particularly Politeknik Negeri Pontianak.

The questionnaire was developed by operationalising each research variable into observable indicators derived from established theoretical frameworks. Prior to hypothesis testing, the instrument was subjected to validity and reliability testing to ensure that it accurately measured the intended constructs and produced consistent results. Construct validity was assessed using Pearson product-moment correlation by examining the relationship between each item and its corresponding total score. The results indicated that all questionnaire items were positively and significantly correlated with their respective construct scores ($p < 0.05$), demonstrating satisfactory construct validity. Item-total correlation coefficients ranged from 0.540 to 0.846 for service quality, 0.812 to 0.906 for lecturer competence, 0.751 to 0.839 for bureaucratic work orientation, 0.784 to 0.840 for service systems, and 0.785 to 0.863 for infrastructure.

Instrument reliability was evaluated using Cronbach's Alpha coefficient to determine the internal consistency of each construct. The analysis produced Cronbach's Alpha values of 0.912 for service quality, 0.949 for lecturer competence, 0.837 for bureaucratic work orientation, 0.819 for service systems, and 0.820 for infrastructure. All reliability coefficients exceeded the recommended threshold of 0.70, indicating good to excellent internal consistency and confirming that the questionnaire was appropriate for subsequent statistical analyses (Ghazali, 2021; Hair et al., 2022). A summary of the validity and reliability test results is presented in Table 1.

Table 1. Summary of Validity and Reliability Testing of Research Instruments

Construct	Number of Items	Item-Total Correlation (Range)	Significance	Cronbach's Alpha	Interpretation	Construct
Service Quality	11	0.540–0.846	$p < 0.05$	0.912	Valid and Excellent Reliability	Service Quality
Lecturer Competence	8	0.812–0.906	$p < 0.01$	0.949	Valid and Excellent Reliability	Lecturer Competence
Bureaucratic Work Orientation	5	0.751–0.839	$p < 0.01$	0.837	Valid and Good Reliability	Bureaucratic Work Orientation
Service Systems	4	0.784–0.840	$p < 0.01$	0.819	Valid and Good Reliability	Service Systems
Infrastructure	4	0.785–0.863	$p < 0.01$	0.820	Valid and Good Reliability	Infrastructure

(Source: Processed Data, 2026)

Note: All item-total correlation coefficients were positive and statistically significant ($p < 0.05$), while all Cronbach's Alpha coefficients exceeded the recommended minimum threshold of 0.70, indicating satisfactory construct validity and internal consistency (Hair et al., 2019; Ghazali, 2021).

The data were analysed using IBM SPSS Statistics version 22 through a systematic analytical procedure. The analysis began with descriptive statistics to summarise respondent characteristics and describe the distribution of responses for each research variable, providing an initial overview of students' perceptions of Pancasila education service quality.

Prior to hypothesis testing, the study examined the classical assumptions underlying multiple linear regression to ensure the robustness of the analytical model. Normality was assessed using the One-Sample Kolmogorov-Smirnov test and the Normal P-P Plot of standardised residuals. The Kolmogorov-Smirnov test produced an Asymp. Sig. (2-tailed) value of 0.200, indicating that the residuals were normally distributed. Multicollinearity was evaluated using tolerance and Variance Inflation Factor (VIF) values. The tolerance values ranged from 0.249 to 0.613, while the VIF values ranged from 1.631 to 4.018, confirming that multicollinearity was not present. Heteroscedasticity was examined through a scatterplot of standardised residuals, which showed a random distribution of points without a discernible pattern, indicating homoscedasticity. Autocorrelation was evaluated using the Durbin-Watson statistic, which yielded a value of 1.915, indicating that the regression model was free from autocorrelation (Ghazali, 2021).

Multiple linear regression analysis was subsequently employed to examine the influence of lecturer competence, bureaucratic work orientation, service systems, and infrastructure on the quality of Pancasila education services. Partial hypothesis testing (t-test) was conducted to determine the individual effect of each independent variable, while simultaneous hypothesis testing (F-test) was performed to assess their collective influence on the dependent variable. The coefficient of determination (R^2) was used to estimate the proportion of variance in service quality explained by the institutional determinants included in the regression model.

The statistical findings were interpreted based on regression coefficients, significance levels ($p < 0.05$), and the coefficient of determination to identify the magnitude and direction of the relationships between the institutional determinants and service quality. This analytical procedure provides a rigorous empirical basis for explaining how institutional factors influence the quality of Pancasila education services from an Integrated Governance Perspective (Cohen et al., 2018; Ghazali, 2021; Sugiyono, 2021).

The study organised the research process into a systematic procedural framework to ensure methodological transparency, consistency, and alignment between the research objectives and analytical procedures. The framework illustrates the sequential stages of the study, beginning with research design and the development of the conceptual framework, followed by the operationalisation of research variables and questionnaire development based on established theoretical foundations. Before the main data analysis, the questionnaire was subjected to validity and reliability testing to confirm the adequacy of the measurement instrument.

The subsequent stage involved data collection from students who had completed the compulsory Pancasila course using the sampling procedure described previously. After data collection, the dataset was screened and analysed through descriptive statistics, followed by classical assumption tests comprising normality, multicollinearity, heteroscedasticity, and autocorrelation tests to verify the suitability of the regression model. Multiple linear regression analysis was then performed to

examine both the individual and simultaneous effects of lecturer competence, bureaucratic work orientation, service systems, and infrastructure on the quality of Pancasila education services.

Finally, the statistical findings were interpreted within the study's Integrated Governance Perspective to explain how institutional determinants contribute to the delivery of Pancasila education services in public vocational higher education. The research procedure provides a transparent analytical pathway that strengthens the methodological rigour, reproducibility, and policy relevance of the study. Figure 2 summarises the complete sequence of the research process.

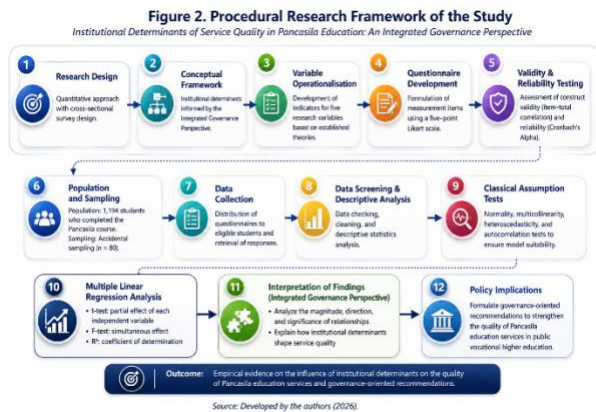


Figure 2. Procedural Research Framework: Institutional Determinants of Service Quality in Pancasila Education: An Integrated Governance Perspective (Source: Processed Data, 2026)

RESULTS AND DISCUSSION

This section presents the empirical findings on the determinants of service quality in Pancasila education by integrating descriptive and inferential statistical analyses. The results are interpreted within the integrated governance perspective developed in this study, which positions lecturer competence, bureaucratic work orientation, service systems, and infrastructure as complementary institutional dimensions shaping public service delivery in higher education. Consistent with the research design presented in the previous section, the discussion combines empirical evidence with relevant theoretical perspectives to explain the observed relationships among variables and to identify their implications for governance practices and policy development in the implementation of compulsory Pancasila education. The discussion also moves beyond statistical description by interpreting how the observed empirical patterns reflect institutional capacity while carefully distinguishing descriptive tendencies from statistically verified causal relationships.

Table 1. Descriptive Statistics

Variable	N	Mean	Std Dev	Category
Service Quality	80	47.17	7.158	High
Competence	80	36.19	5.161	High
Work Orientation	80	21.55	3.493	Moderate-High
Service Systems	80	16.99	2.790	Moderate-High
Infrastructure	80	14.35	4.143	Moderate

(Source: Processed Data, 2026)

Table 2. Frequency Distribution

Category	F	%
Low	2	2.5
Moderate	6	7.5
High	72	90.0

(Source: Processed Data, 2026)

Descriptive statistics in Table 1 indicate that overall service quality is perceived as high (Mean = 47.17), with 90% of respondents categorising the quality of Pancasila education services as high (Table 2). These findings show that the majority of students evaluate the delivery of Pancasila education services as consistent with expected academic service standards. The distribution of responses suggests that the institution has established a relatively stable service delivery mechanism that satisfies student expectations across most dimensions of learning services.

The descriptive statistics further indicate that lecturer competence records the highest evaluation among the institutional determinants (Mean = 36.19), followed by bureaucratic work orientation (Mean = 21.55) and service systems (Mean = 16.99), whereas infrastructure receives the lowest mean score (Mean = 14.35) and is categorised as moderate. These results suggest that respondents perceive human and organisational dimensions more positively than the adequacy of supporting physical facilities. This pattern provides important institutional context for interpreting the subsequent regression results, as favourable descriptive perceptions do not necessarily translate into statistically significant effects within the causal model.

The variation in standard deviations across variables also indicates differences in respondents' perceptions of institutional performance. Infrastructure exhibits the largest dispersion of responses, suggesting greater variability in students' experiences regarding learning facilities across departments. In contrast, lecturer competence demonstrates comparatively lower variability, indicating a more consistent perception of instructional quality among respondents. These descriptive differences provide important institutional context for the subsequent regression analysis, suggesting that institutional resources are not perceived uniformly across learning environments and may therefore contribute differently to students' evaluations of service quality.

Overall, the descriptive findings indicate that the implementation of Pancasila education at Politeknik Negeri Pontianak is generally perceived positively by students. Nevertheless, differences among institutional dimensions suggest that further improvements in service quality require attention not only to learning outcomes but also to the organisational conditions supporting instructional delivery. These descriptive findings provide important contextual evidence for interpreting institutional performance; however, the causal relationships among the variables are established through the multiple regression analysis presented in the following section.

Table 3. Regression Results

Variable	Beta	t	Sig
Competence	0.470	5.246	0.000
Work Orientation	0.095	1.089	0.280
Service Systems	0.109	1.302	0.197
Infrastructure	0.090	2.314	0.023

(Source: Processed Data, 2026)

Table 4. Model Summary

R	R ²	Adj R ²	F	Sig
0.874	0.764	0.751	60.704	0.000

(Source: Processed Data, 2026)

Human Capital and Bureaucratic Orientation in Service Quality

The regression results presented in Table 3 indicate that lecturer competence exerts a significant positive effect on service quality ($\beta = 0.470$, $p < 0.001$), making it the most influential determinant among the examined variables. This result demonstrates that increases in lecturer capability are associated with measurable improvements in students' perceived service quality. Lecturer competence enables the delivery of instructional content through structured explanation, systematic organisation of learning materials, and consistent alignment between learning objectives and teaching methods. Competent lecturers also respond to student needs through timely feedback, clear communication, and adaptive instructional strategies that support varied learning conditions. These capabilities contribute to the stability of academic service delivery and strengthen student perceptions of reliability and effectiveness within the learning process. These findings suggest that lecturer competence functions not merely as an individual attribute but as an institutional capability through which governance objectives are translated into effective educational services. This interpretation is consistent with the integrated governance perspective adopted in this study, where human capital represents the primary operational mechanism linking institutional policy with service delivery outcomes.

A bureaucratic work orientation shows a positive but statistically non-significant effect on service quality ($\beta = 0.095$, $p = 0.280$), indicating that alignment with administrative norms, on its own, does not produce measurable improvements in service outcomes. This finding suggests that adherence to procedures, institutional discipline, and compliance with organisational rules require complementary professional competence to substantively influence service quality. Administrative alignment may provide structural order within the institution, yet its contribution remains limited when it does not directly enhance the quality of interaction between lecturers and students. The relationship between procedural compliance and service outcomes, therefore, depends on the extent to which bureaucratic practices support, rather than constrain, instructional effectiveness. Accordingly, the non-significant regression coefficient should not be interpreted as evidence that bureaucratic work orientation is unimportant. Rather, the present findings indicate that its direct contribution to perceived service quality was not statistically supported within the empirical model examined in this study.

The consistency between regression findings and descriptive statistics strengthens the interpretation of these results. The descriptive data presented in Tables 1 and 2 show that 90% of respondents categorise service quality as high, indicating a broadly positive evaluation of Pancasila education services. This alignment between inferential and descriptive findings suggests that lecturer competence not only produces statistically significant effects but also corresponds with students' consistently favourable evaluations of instructional services. The high level of perceived service quality reflects lecturers' capacity to maintain consistent instructional performance across different learning contexts. Conversely, the non-significant effect of bureaucratic work orientation indicates that positive perceptions of organisational discipline do not automatically

translate into statistically measurable improvements in service quality. This comparison illustrates the importance of integrating descriptive and inferential evidence when evaluating institutional performance, as variables receiving favourable descriptive assessments may differ in their explanatory power within the regression model.

These findings indicate that human capital, particularly lecturer competence, functions as the primary driver of service quality in Pancasila education. Lecturer competence represents an operational dimension of human capital that directly shapes the effectiveness of service delivery through interaction, communication, and instructional design. While bureaucratic work orientation reflects the presence of institutional values and organisational discipline, its limited statistical effect indicates that motivation and procedural alignment alone do not ensure service quality without corresponding pedagogical and professional capability. This pattern highlights the need to position lecturer competence as the central component of institutional strategies for improving academic services.

This finding supports public service governance theory, which emphasises the role of human capital in generating public value through effective service delivery (Arikunto, 2013; Frey et al., 2022; Gürbüz & Acuner, 2025; NGO et al., 2025; Nurzada & Aliya, 2025; S. P. Osborne et al., 2022; Plantin Ewe & Fjellner Pihl, 2024). Human capital enables public institutions to translate policy mandates into concrete service outcomes directly experienced by service users. Empirical studies consistently demonstrate that lecturer competence contributes to improved service quality and learning outcomes by enhancing instructional effectiveness and student engagement (Dangaiso & Tsvere, 2025; Dugenio-Nadela et al., 2023; Gumanová & Šukolová, 2022; Khanal et al., 2024; Moreira et al., 2023; Shankar et al., 2020). In contrast, a bureaucratic work orientation aligns with public service motivation theory, in which its influence depends on institutional support systems and professional capacity that enable individuals to perform effectively (Rianti & Salsabilah, 2024; Ritz et al., 2021; Teeroovengadum et al., 2019; Wahyuningsih et al., 2024). The present findings therefore refine, rather than contradict, this body of literature by indicating that bureaucratic work orientation may contribute indirectly through its interaction with other institutional capacities, although its independent direct effect was not statistically significant in the current model.

These results address Research Questions 1 and 2 by demonstrating the differential influence of human capital and bureaucratic work orientation on service quality outcomes. The findings indicate that lecturer competence has a direct and statistically significant influence on service quality, whereas bureaucratic work orientation contributes primarily by supporting institutional conditions rather than independently determining service performance. Accordingly, policy interventions should prioritise strengthening lecturer competence through continuous professional development, pedagogical innovation, and institutional capacity-building, while simultaneously ensuring that bureaucratic procedures facilitate rather than constrain effective teaching and learning processes.

Institutional Systems and Infrastructure as Enabling Factors

The regression results presented in Table 3 indicate that service systems have a positive but statistically non-significant effect on service quality ($\beta = 0.109$, $p = 0.197$), whereas infrastructure demonstrates a significant positive effect ($\beta =$

0.090, $p = 0.023$). These findings indicate that both variables contribute to service quality, although their levels of statistical influence differ. The descriptive statistics presented in Table 1 further show that service systems are perceived within the moderate-high category, whereas infrastructure is evaluated at a moderate level. These findings suggest that respondents generally perceive institutional procedures and supporting facilities as adequate for delivering Pancasila education services. The differing statistical results indicate that institutional support should be understood not only in terms of its availability but also in terms of how effectively it contributes to the educational service process. Accordingly, the regression findings suggest that institutional components may perform different functions within the governance system, despite receiving generally favourable descriptive evaluations.

These findings indicate that institutional systems and infrastructure function as enabling factors that support, rather than independently determine, service quality outcomes. Service systems provide procedural clarity, regulate academic interactions, and ensure consistency in administrative processes, yet their effectiveness depends on how these systems are implemented within instructional practices. Infrastructure supplies the physical and technological resources required for learning activities, including classrooms, instructional media, and supporting facilities. The relatively smaller contribution of these variables within the regression model indicates that improvements in systems and facilities alone are unlikely to generate substantial improvements in service quality without corresponding enhancement of lecturer competence. The alignment between descriptive and inferential findings confirms that respondents perceive these institutional components as generally adequate to support learning activities, although their direct statistical contributions differ. The non-significant coefficient for service systems should therefore be interpreted with appropriate caution. The present findings do not indicate that service systems are ineffective; rather, they suggest that their independent direct effect on students' perceived service quality was not statistically demonstrated within the proposed regression model.

The interaction between institutional systems, infrastructure, and human capital provides a more comprehensive explanation of service quality dynamics. Service systems establish the procedural framework for instructional delivery and administrative coordination, whereas infrastructure provides the physical and technological environment in which learning activities take place. However, lecturers remain central to activating these institutional resources through their pedagogical competence and instructional strategies. Consequently, the effectiveness of service systems depends on lecturers' ability to implement institutional procedures in ways that support meaningful learning experiences, while infrastructure contributes to service quality only when available facilities are effectively integrated into teaching practice.

These findings are consistent with service-dominant logic, which conceptualises service quality as an outcome emerging from interactions between service providers and service recipients rather than from organisational systems or physical resources alone (Bartolo & Tinmaz, 2024; Frey et al., 2022; Sydorov et al., 2020; Wider et al., 2024). Service quality therefore depends on how institutional resources are mobilised throughout the service process rather than on their mere availability. In higher education, service systems improve quality when they

facilitate effective communication, structured learning processes, and consistent academic support (Ali et al., 2020; Clemons & Jance, 2024; Kasirun et al., 2025; Mireku et al., 2024; Schultes et al., 2025). Likewise, infrastructure enhances educational services by creating an environment that enables productive learning interactions, although it does not independently determine students' perceptions of service quality (De-Juan-Vigaray et al., 2024; Gloria et al., 2025; Sutiah & Supriyono, 2024; Tambaip et al., 2023). The present findings therefore extend previous studies by demonstrating that institutional systems and infrastructure should be interpreted as complementary governance capacities whose effectiveness depends on their integration with competent human resources rather than as autonomous determinants of educational service quality.

These findings address Research Questions 3 and 4 by clarifying the respective roles of service systems and infrastructure within the broader institutional framework of Pancasila education service delivery. The results indicate that service systems contribute primarily through supportive institutional mechanisms, whereas infrastructure demonstrates a direct, although relatively modest, statistical contribution to service quality. Accordingly, policy strategies should prioritise integrating institutional procedures, infrastructure development, and lecturer capacity-building to strengthen the overall governance of Pancasila education services. Such integration is expected to improve the consistency, accessibility, and effectiveness of learning services across institutional contexts.

Integrated Governance Model of Pancasila Education Service Quality

The simultaneous regression results presented in Table 4 indicate that all independent variables collectively exert a significant effect on service quality ($F = 60.704$, $p < 0.001$), with a coefficient of determination ($R^2 = 0.764$). This result demonstrates that the combined influence of lecturer competence, bureaucratic work orientation, service systems, and infrastructure explains a substantial proportion of the variance in service quality outcomes. The magnitude of the coefficient of determination indicates that the proposed model captures the majority of institutional factors associated with service delivery in Pancasila education. The statistical significance of the model confirms that the relationships among variables operate systematically rather than randomly within the institutional context examined. The high explanatory power of the regression model suggests that service quality should be interpreted as the outcome of an integrated institutional process rather than the product of isolated organisational factors. This finding reinforces the importance of examining governance capacity through the interaction of multiple institutional dimensions rather than evaluating each variable independently.

These findings confirm that service quality in Pancasila education constitutes a systemic outcome that emerges from the interaction of human, organisational, and infrastructural dimensions. Each variable performs a distinct function within the overall service delivery process, and their combined interactions generate measurable outcomes perceived by students. Lecturer competence provides the operational capacity to deliver instructional services, bureaucratic work orientation contributes to institutional discipline and procedural consistency, service systems organise academic and administrative processes, and infrastructure supports the physical and technological environment required for learning. The model's high explanatory power demonstrates strong internal consistency among these

institutional dimensions and indicates that service quality cannot be attributed to a single determinant operating in isolation. The convergence between the descriptive findings presented in Tables 1 and 2 and the regression results further strengthens the overall interpretation by demonstrating consistency between students' perceptions and the institutional relationships identified through statistical analysis.

Although the regression model demonstrates strong collective explanatory power, the results should not be interpreted as indicating that each institutional variable contributes equally. Rather, the findings show that the observed explanatory capacity emerges from the combined operation of institutional factors, while the magnitude and statistical significance of individual variables differ, as discussed in the preceding sections.

The interaction among these variables reflects the presence of an integrated governance mechanism within the institution. Institutional performance in delivering Pancasila education depends on the alignment between policy mandates, organisational structures, and operational practices. Human capital interacts with institutional systems to translate policy objectives into concrete service delivery processes. Organisational procedures guide the implementation of instructional activities, whereas infrastructure provides the enabling environment in which learning occurs. The effectiveness of these interactions depends on the institution's ability to coordinate multiple organisational components while maintaining consistency across different levels of service delivery. This integrated perspective extends the interpretation beyond individual regression coefficients by demonstrating that governance effectiveness depends not only on the strength of individual institutional components but also on the coherence of their interactions throughout the educational service process.

These findings support integrated public governance theory, which emphasises coordination among multiple institutional actors and organisational resources in producing effective public services (S. P. Osborne et al., 2022). The theory conceptualises public service delivery as an integrated system requiring alignment between human resources, organisational processes, and supporting infrastructure. The findings also align with contemporary higher education literature, which conceptualises service quality as a multidimensional construct shaped through interactions among academic, administrative, and infrastructural components (Toscano et al., 2024; Wider et al., 2024). The empirical evidence presented in this study reinforces these perspectives by demonstrating that institutional resources generate greater public value when coordinated through coherent governance arrangements rather than operating independently.

Accordingly, the present study contributes to the governance literature by illustrating how governing values are operationalised through institutional capacities that collectively influence educational service quality. Rather than functioning as an abstract normative concept, governing values become observable through the interaction of competent lecturers, supportive organisational practices, effective service systems, and adequate infrastructure.

These findings address Research Question 5 by demonstrating that the combined influence of institutional variables significantly explains variations in service quality outcomes. The results indicate that improving Pancasila education services requires an integrated governance approach that simultaneously strengthens lecturer competence,

organisational practices, service systems, and institutional infrastructure. Policy interventions should therefore avoid fragmented improvement strategies that emphasise individual institutional components in isolation. Instead, higher education institutions should develop coordinated capacity-building programmes that integrate human resource development, administrative reform, service system enhancement, and infrastructure investment to achieve sustainable improvements in educational service quality.

CONCLUSION

This study concludes that lecturer competence, bureaucratic work orientation, service systems, and infrastructure collectively exert a significant effect on the quality of Pancasila learning services at Politeknik Negeri Pontianak. The regression model demonstrates that these institutional variables jointly explain a substantial proportion of the variation in service quality, although their individual contributions differ in statistical significance. The empirical results demonstrate that these variables operate within an integrated framework that systematically shapes service delivery outcomes. Lecturer competence emerges as the most dominant determinant, indicating that human capital is the central driver of the effectiveness and consistency of educational services. This finding shows that lecturers' ability to deliver structured instruction, manage classroom interactions, and respond to student needs determines overall perceptions of service quality. By contrast, bureaucratic work orientation and service systems did not exhibit statistically significant direct effects within the regression model, suggesting that their contributions are primarily supportive and become meaningful when integrated with other institutional capacities rather than operating independently. The regression model demonstrates strong explanatory power, indicating that variations in service quality can be largely explained by the interaction of human, organisational, and infrastructural factors within the institutional environment.

The findings indicate that service quality in Pancasila education represents a multidimensional construct that cannot be reduced to a single institutional component. Each variable plays a specific role in the service delivery process, and the interactions among these variables produce measurable outcomes experienced by students. Lecturer competence provides operational capacity, bureaucratic work orientation establishes procedural alignment, service systems organise academic and administrative processes, and infrastructure supports the physical and technological environment required for learning. The integrated nature of these components indicates that improvements in service quality require coordinated institutional efforts rather than isolated interventions. The results demonstrate that the effectiveness of public service delivery in higher education depends on institutions' ability to align policy mandates with operational practices across multiple dimensions. Theoretically, this study contributes to the public governance literature by demonstrating that governing values are operationalised through the coordinated interaction of human capital, organisational practices, service systems, and institutional infrastructure. Rather than functioning solely as a normative concept, governing values become observable through institutional capacities that collectively shape educational service quality.

From a public policy perspective, these findings emphasise the importance of prioritising the development of lecturer competence as a strategic entry point for improving educational service quality. Policy interventions should focus on strengthening professional capacity through continuous training, pedagogical development programmes, and performance evaluation systems that emphasise instructional effectiveness. Institutions should design competency development initiatives that align with curriculum objectives and service delivery standards to ensure consistency in learning outcomes. At the same time, bureaucratic work orientation should be strengthened as an institutional support mechanism that facilitates effective teaching and learning processes rather than as an independent determinant of service quality. Service systems require refinement to ensure clarity, accessibility, and reliability in academic procedures, while infrastructure development should focus on enhancing the usability and functionality of learning facilities. The integration of these components within a coordinated governance framework represents a necessary condition for achieving sustainable improvements in public service delivery within higher education institutions.

This study identifies several limitations that affect the scope and interpretation of the findings. The research focuses on a single institution, which limits the generalisability of the results to other higher education contexts with different organisational characteristics. The study uses a cross-sectional design, which captures perceptions at a single point in time and does not account for changes in service quality over time. The reliance on self-reported questionnaire data introduces the possibility of subjective bias, as respondents may interpret questions differently or provide responses influenced by personal experiences and expectations. These limitations indicate that the findings should be interpreted within the specific institutional context in which the study was conducted.

Future research should expand the scope of analysis to include multiple higher education institutions to capture variation across organisational settings and enhance the generalisability of findings. Researchers should consider applying longitudinal designs to examine changes in service quality over time and to identify trends in institutional performance. The use of mixed-method approaches may also provide a more comprehensive understanding of service quality by combining quantitative measurement with qualitative insights into institutional practices and stakeholder experiences. Further studies may incorporate additional governance variables, such as leadership style, digital transformation, and institutional culture, to develop a more comprehensive analytical framework. Future research may also examine the interactions among these governance dimensions to better understand how institutional capacities jointly influence service quality across different higher education contexts. The inclusion of these variables would enable a deeper examination of how governance dynamics influence the delivery of public services in higher education and contribute to the development of more effective policy interventions.

Acknowledgement

The authors thank the Pusat Penelitian dan Pengabdian kepada Masyarakat (P3M), Politeknik Negeri Pontianak (POLNEP), for providing financial support for this research. The authors also extend their sincere gratitude to the Director of Politeknik Negeri Pontianak and all Department Chairs at POLNEP for their support and for granting permission to conduct this study.

CRedit authorship contribution statement

Mujib: Conceptualisation, Methodology, Investigation, Resources, Formal Analysis, Validation, Writing – Original Draft, Writing – Review & Editing. Mery Lestari: Investigation, Resources. Kasdi Tri Aryada: Investigation, Writing – Original Draft, Writing – Review & Editing. Wahyu Saefudin: Writing – Review & Editing. Tri Meliana: Writing – Review & Editing.

Conflict of Interest

The authors declare that they have no conflict of interest related to the research, authorship, or publication of this article.

Ethical Statement

Participation in this study was voluntary. Before completing the questionnaire, participants were informed about its nature and instructed to respond according to their actual conditions. They were also informed that there were no right or wrong answers, that their responses would not affect their academic grades or other academic interests, and that their identities and responses would be kept confidential. Participants completed the questionnaire voluntarily. The study adhered to the principles of voluntary participation, confidentiality, and respect for participants.

Data Availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access to the data is subject to appropriate restrictions to protect participants' confidentiality and privacy.

Declaration of Generative AI Use

During the preparation of this manuscript, the authors used QuillBot, and Grammarly to assist with language editing and improve grammar, clarity, readability, and the overall presentation of the manuscript. The authors carefully reviewed and revised all AI-assisted outputs. The authors take full responsibility for the scientific content, originality, accuracy, and integrity of this article.

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