

The Effect of Lecturer Service Quality on Students' Satisfaction in Private Universities

Yuyun Elizabeth Patras^a, Rais Hidayat^{b*}

^aUniversitas Pakuan, Indonesia

^bUniversitas Pakuan, Indonesia

* Corresponding author e-mail: yuyunpatras64@gmail.com

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ABSTRACT

One of the roles of the university is to support national education goals as part of educating students. Student satisfaction is an important variable for the existence and sustainability of a university, especially a private universities. This research aims to analyze the effect of lecturer service quality on student satisfaction. This research uses quantitative research with survey methods. The population of this research were students of a private university at Universitas Pakuan with 543 respondents. The findings of this research were that there was a positive and significant influence between the lecturer service quality on student satisfaction. This means that efforts to increase student satisfaction can be done by improving the quality of lecturer services. Meanwhile, from the 5 dimensions of lecturer service quality, it was found that the empathy dimension had the greatest influence compared to other dimensions of lecturer service quality.

1. INTRODUCTION

The demands of present and future education are translated into the improvement in the quality of intellectual and professional competencies, in addition to that of entire attitudes, personality and morals of the Indonesian people. The competency standards earned by graduates of higher education aim to prepare those that they become members of society with noble characters, knowledge, skills, independence, and attitudes to discover, develop, and apply science, technology, and art that are beneficial to humanity.

One indicator of a quality college or university is its ability to provide satisfaction to students (Khosravi, Poushaneh, Roozegar, & Sohrabifard, 2013), where furthermore the ranking of a university is largely determined by the level of student satisfaction. (Nurunnabi & Abdelhadi, 2019). The graduates of a college who are content with the university will provide assistance (Lenton, 2015). Therefore the university's competence to provide satisfaction to students is the key to achieving success. (Elliott, 2003). Student satisfaction is related to attitude resulting from an evaluation of experience, services, and facilities of education provided for the students (Weerasinghe, Lalitha, & Fernando, 2017). Monitoring and managing student satisfaction are the key features to win the

competition of today's dynamic atmosphere (Shahsavari & Sudzina, 2017).

The evaluation of satisfaction is related to the product or service received. Education is a service (Rajab et al., 2011) provided by private and state educational institutions for the public/consumers/students. Along with the increasing demand from the public, educational services are currently experiencing growth (Abdullah & Mohamad, 2016). The growth in demand for this service must be accompanied by the provision of quality education services, in terms of not only physical facilities but also the teachers/lecturers as the main criterion. (Dursun, Oskayba, & Gökmen, 2013). This situation urges the institution to pay full attention to the level of service quality (provided to its customers/community, regarding the compliance with the quality standard). (Esmailpour & Ranjbar, 2016).

Providing quality services to students is very important (Rajab et al., 2011), as students, prior to their enrollment, will take service qualifications as a major consideration (Dursun et al., 2013). Therefore implementing the best services for students is an ever-lasting solution for private and state universities (Stefan, 2010). Moreover, along with the changes that take place in the community, the relationship between service providers and customers is increasingly dynamic, so that service providers continue to evaluate the services they provide (Kumar,

Shekhar, Lassar, & Chen, 2018). An institution that does not provide the best quality service to its customers will not be able to join the competition (Roy, 2019). If the quality of education services manages to establish a positive impressions for the students, it will result in customer satisfaction (Rajab et al., 2011).

Studies on student satisfaction associated with service quality have been carried out by various researchers (Onditi & Wechuli, 2017). However, there has not been any in-depth research on student satisfaction caused by the quality of lecturer services at private universities in Indonesia. In addition, integrating the Rasch Model and Correlational Analysis in research of student satisfaction and service quality has not yet developed. Based on these reasons, this study explores the effect of the quality of lecturer services on student satisfaction at private universities by using the Rasch Model and correlational analysis.

2. LITERATURE REVIEW

Students' Satisfaction. Student satisfaction refers to all students' perceptions and attitudes that derive from the benefits they receive while studying at an educational institution (Alemu & Cordier, 2017), which are formed as a result of student assessments on the learning environment process (Huybers, Louviere, & Islam, 2015), interaction between lecturers and students, experi-

ences during learning, services to students, facilities and services provided, preparation and implementation of learning conducted by lecturers (Siming, Gao, & Xu, 2015), lecturer behavior in facilitating the learning (Garnjost & Lawter, 2019) and lecturers' behavior in evaluating the results of the students' learning (Elliott, 2003).

Student satisfaction is the accumulated perceptions of '*..academic advising, students support service, library facilities, quality of instructions, computer facilities*' (Stoltenberg, 2011). Based on the research, students express satisfaction when they observe that the lecturers come "*...to be knowledgeable, enthusiastic, approachable, and friendly..*" (Voss, Gruber, & Szmigin, 2007). Student satisfaction can be determined by another criteria, where "*...the helpfulness of lectures and seminars, involving direct student-teacher contact time, is the most important determinant of satisfaction...*" (Sutherland, Warwick, & Anderson, 2019).

The results showed that satisfaction was largely determined by "*...that course instructor, content, assessment, and schedule..*" (Hew, Hu, Qiao, & Tang, 2019). Other research reveals that student satisfaction is associated with "*...persistence, academic performance, retention, and its relations to career advancement were examined..*" (Sembiring, 2015). The most determinant factor for students' satisfaction is "*..teaching and*

learning, while the least important were those associated with the physical facilities..." (Douglas, Douglas, & Barnes, 2006). Each lecturer comes with different pedagogical and emotional engagement that it may bring different effect on satisfaction (Kangas, Siklander, Randolph, & Ruokamo, 2017). Overall, student satisfaction is an important feature in educational organizations (Cheng, Taylor, Williams, & Tong, 2016) that affect the operation of educational organizations.

Students' satisfaction refers to "...attitudes and perceptions of students on learning experiences, learning engagement, quality of teaching and learning resources, support and skills development experienced by the students.." (Li & Carroll, 2017). Student satisfaction is determined by the way the university provides feedback on institutional management (Nurunnabi & Abdelhadi, 2019), all types of services provided by the institution (El-said & Ahmed, 2015), relationships and interactions with friends, social life and academic freedom (Bakadorova & Raufelder, 2018), satisfaction with the learning process and results and the campus environment (Topala & Tomozii, 2014), program, reputation, non-academic matters, and access (Muhammad, Kakakhel, Baloch, & Ali, 2018a),

Satisfaction of "...*academic advising effectiveness, campus support services, campus life, responsiveness to diverse populations, safety and*

security, campus climate, financial aid effectiveness..." (Khosravi et al., 2013).

Service Quality. Service quality is defined as the provision of tangible services carried out by an organization to meet customer expectations and perceptions (Boon, Shukur, & Bassim, 2016). Service quality means the organization understands and comprehends the perceptions and expectations of customers so that the organization considers those important as the underlying reasons for quality service. (Deb & Ahmed, 2018). At institutions that provides education services for example universities, perceptions of students as customers are made based on the quality and educational services offered. In any higher education institutions, the perceived service quality includes teaching and learning, facilities and other supporting services. (Azam, 2018).

The provision of quality service proves to be able to satisfy customers and affect customer behavior (Oriade & Scho, 2019), and the quality service also correlates very significantly to the desire to use services or products repeatedly from the customer side (Prentice & Kadan, 2019). The sustainability of a university depends greatly on its ability to provide quality services (Ozdemir, Kaya, & Turhan, 2019). The results of research on the level of service quality can help university management to improve the quality of service required (Wei, 2011).

There are 5 dimensions of service quality to

measure service quality, namely: *tangibles, empathy, assurance, reliability and responsiveness* (Boon et al., 2016). Other researchers confirm that quality service should serve the following dimensions: *physical dimensions or tangibility, reliability, responsiveness, and assurance, and empathy* (Esmailpour & Ranjbar, 2016). Tangible dimensions which includes *physical facilities, equipment, and appearance from the personal side and the way to communicate*; (2) *Reliability which includes service performance based on the principle of accuracy and honesty*; (3) *Responsiveness which includes readiness and ability to provide the best service for customers*; (4) *Assurance which includes the competency, kindness, integrity and security expressed by the service provider*; (5) *Empathy which includes access, communication and understanding of the service provider to those served* (Dursun et al., 2013).

Another theory explains that the tangible dimensions refer to *physical facilities and appearance of personnel*. *Reliability dimension* refers *...to the ability of the service performance, which aims to provide promised service dependably and accurately*. *Responsiveness dimension* refers *“...to the attitude of employee behaviors, desire to work and willingness to help customers”*. *Assurance dimension* refers to *security and credibility of employees and their trust and confidence*. *Empathy dimension* refers to *...means individual attention of customers and communication with*

them”. (Ozdemir et al., 2019)

3. RESEARCH METHODS

This study aims to deeply explore the influence of lecturer service quality at private universities on student satisfaction. Data on service quality and student satisfaction variables were obtained by means of a questionnaire filled out by students from one of the private universities in Bogor. The sample covers 543 students with demographic descriptions as in table 1.

Table 1 Demographics of Research Respondents

Sex	High School Graduates	Year of Enrollment	Samples from the Faculty
Male, n=139	State, n=301	2018, n=188	Economy, n = 213
Female, n=404	Private, n=242	2017, n=108	Education, n = 164
		2016, n=92	Law, n = 56
		2015, n = 123	Science, n= 51
			Social-Culture, n = 36
			Engineering, n= 23

This study consisted of 2 stages, namely the testing of validity and reliability of the research instrument using the Rasch Model. Rasch Model on validity and reliability instrument analyses is one point that makes this study different from other studies as others may apply *Product Moment Pearson* correlation to analyze the validity for non-test data or *Point Biserial* for test-resulted data. The Rasch model is a statistical approach that is named after its founder, Georg Rasch, a Danish statistician. (Tesio, 2003).

The use of Rasch Model application may apply to social sciences (Bond & Fox, 2007) and is proven to improve measurement quality results (Stef van Buuren, 2015). Rasch Modeling refers to "...*item response theory* which aims to provide better measurement of the psychometric scale assessment quality .." (Zile-Tamsen, 2017). The next stage is testing the effect of variable of lecturer service quality on student satisfaction using correlational techniques. Before the effect was tested, the analysis requirements test had been performed.

There are two variables that were tested using the Rasch Model in this study, namely: student satisfaction with 11 items and service quality which has 4 dimensions with 31 items. The text of validity applies *Item (Column): Fit Order*, where instrument is declared valid, if: (1) The value of *Outfit Mean Square* (MNSQ) accepted is $.05 < \text{MNSQ} < 1.5$, (2) The value of *Outfit Z-Standard* (ZSTD) accepted is $-2 < \text{ZSTD} < + 2$, (3) The Value of *Point Measure Correlation* (Pt Mean Corr): $0.4 < \text{PtMean Cor} < 0.85$; and (4) uses *rating (partial -credit) scale* with the criteria that if all ratings have a peak, then the instrument is valid (Bambang Sumintono, 2015). Whereas the instrument reliability testing uses *summary statistic* (Bambang Sumintono, 2015).

The research hypotheses tested are as follows:

(1) whether there is an effect of lecturer service quality on student satisfaction; (2) whether there

is an effect of tangible dimensions on student satisfaction; (3) whether there is an effect of *empathy* dimensions on student satisfaction; (4) whether there is an effect of *assurance* dimensions on student satisfaction; (5) whether there is an effect of *reliability* dimensions on student satisfaction; (6) whether there is an effect of *responsiveness* dimensions on student satisfaction?

4. RESULTS AND DISCUSSION

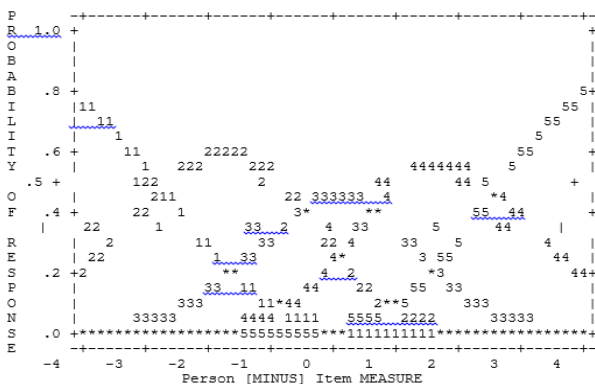
Based on the validity testing of the quality instrument items on *Winstep* by using *Item (Column): Fit Order* shows the validity of the instrument as follows: (1) A total of 30 of the 31 service quality instrument items that meet the validity criteria, namely value *OUTFIT MNSQ* lies on a range of $0.5 < \text{MNSQ} < 1.5$ *OUTFIT MNSQ*; (2) A total of 8 items of service quality instruments meet the validity criteria where value *OUTFIT Z-STANDARD* (ZSTD) is between $-2 < \text{ZSTD} < + 2$; (3) Testing the validity of the instrument by observing the value *Point Measure Correlation* (Pt Mean Corr) with valid criteria if $0.4 < \text{PtMean Cor} < 0.85$, it was found that *polarity item* was of the value *Point Measure Correlation* that was positive and met the required criteria. Therefore, all items of the lecturer service quality instrument can be used to measure the quality of lecturer service.

Testing the validity of the construct on *Win-*

step by applying *item: dimensionality* with *Winstep*, with the criteria that it is deemed to have the ability to measure the range variable or measure all respondents if *Raw Variance Explained by measures* lies above 40% for Likerts (Bambang Sumintono, 2015) data type, then it was found that the value of *Raw Variance Explained by measures* was 61,6%. Based on which, the lecturer service quality instrument has construct validity or is able to measure the range of variables or to measure all respondents.

Based on validity test results on *Winstep* by observing the result of *test rating (partial – credit) scale* as listed on Table 4, it was found that each *rating* (1, 2, 3, 4, 5) had separate peaks; or meant the different probability of each *rating* was clear to the respondents. Based on Table 2, the lecturer service quality instrument may be distinguished in terms of *rating* from the side of the respondents.

Table 2 Test Result *rating (partial – credit) scale*



The test results apply *summary statistic* for

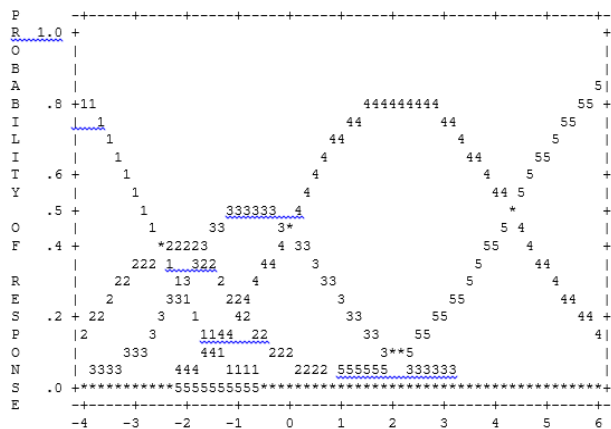
lecturer service quality instruments that this service quality instrument has the reliability of people (*person*), alpha cronbach and item reliability (*item*) approaching 1. This means that the reliability of this instrument is good because this instrument has reliability of *person* 0.97, reliability of *alpha cronbach* 0.94 and item reliability of (*item*) 0.98. It follows that if the service quality instrument is used by other researchers, the results are relatively steady or will have similar results.

Based on the validity testing of the student satisfaction instrument items on *Winstep* by using *Item (Column): Fit Order* shows the validity of the instrument as follows: (1) A total of 10 items of student satisfaction instrument meet the validity criteria, namely value *OUTFIT MNSQ* lies on a range of $0.5 < MNSQ < 1.5$. *OUTFIT MNSQ*; (2) A total of 9 items of student satisfaction instrument meet the validity criteria where value *OUTFIT Z-STANDARD* (*ZSTD*) is between $-2 < ZSTD < + 2$; (3) Testing the validity of the instrument by observing the value *Point Measure Correlation* (*Pt Mean Corr*) with valid criteria if $0.4 < PtMean Cor < 0.85$, it was found that *polarity item* was of the value *Point Measure Correlation* that was positive and met the required criteria. Therefore, all items of student satisfaction instruments can be used to measure student satisfaction.

Testing the validity of the student satisfaction instrument construct on *Winstep* by applying *item: dimensionality* with *Winstep*, with the criteria that any item is deemed to have the ability to measure the range variable or measure all respondents if *Raw Variance Explained by measures* lies above 40% for Likerts (Bambang Sumintono, 2015) data type, then it was found that the value of *Raw Variance Explained by measures* was 58,1%. Based on which, the student satisfaction instrument has construct validity or is able to measure the range of variables or to measure all respondents.

Based on validity test results on *Winstep* by observing the result of *test rating (partial – credit) scale* as listed on Table 4, it was found that each *rating* (1, 2, 3, 4, 5) had separate peaks; or meant the different probability of each *rating* was clear to the respondents. Based on Table 3, the student satisfaction instrument may be distinguished in terms of *rating* from the side of the respondents

Table 3 Test Result *rating (partial – credit) scale*



The test result on *Winstep* to see the reliability of the student satisfaction instrument using *summary statistic* that the student satisfaction instrument has reliability of *person* = .86, alpha cronbach = .90, and reliability of *item* = .97 . This means that the reliability of the student satisfaction instrument is very good.

Based on the testing of analysis requirements aimed at allowing correlation analysis using inferential statistics, it was found that the data on the quality of lecturer services and student satisfaction had met 2 analysis requirements, namely data normality and data linearity. The variable quality of lecturer service and student satisfaction with normal value is obtained based on the normality test using the Kolmogorove-Smirnov two-sample test where $D_{max} < D_{table}$ is $0.138 < 1.63$. That is, data on service quality and student satisfaction were normal. Meanwhile, data on the quality of lecturer service and linear student satisfaction were obtained based on analysis of variance and the equation for both is $Y = 42,742 + 1,927X$ where $F_{count} < F_{table}$, $F_{count} = 1,692 < F_{table} = 5,179$. That is, the data on the quality of lecturer services and student satisfaction were linear. Thus, data on lecturer service quality and student satisfaction met the requirements for correlation analysis.

While the level of correlation between the quality of lecturer services on student satisfaction is observable in the correlation coefficient of the

quality of lecturer services on student satisfaction. Based on inferential statistical calculations using the Summary Model, the correlation coefficient (r) between the quality of lecturer service and student satisfaction reached a value of 0.509 with a contribution (r^2) = 0.259 or 25.9%. The level of correlation is strengthened by the regression equation between the quality of lecturer service on student satisfaction, namely $Y = 42,742 + 1,927X$. From these findings, it is observable that there is a positive relationship between the quality of lecturer services on student satisfaction. This is reinforced by the influence coefficient (p) of service quality on student satisfaction of = 0.509 with a t value of = 13,754 which is greater than the t table of 1.968. This means that any change or improvement in service quality will result in improvement or increase in student satisfaction. It can be implied from the research that, in case of low student satisfaction, improving the quality of lecturer services may be one way to increase student satisfaction.

A more detailed calculation of each indicator to assess the quality of lecturer service on student satisfaction is as follows: First: the correlation between tangible quality and student satisfaction results in a correlation coefficient (r) = 0.407 with a contribution (r^2) = 0.165 or 16.5%. Supported by the regression equation $Y = 8.101 + 207X$. From these findings, it is observable that there is

a positive relationship between the tangible quality of lecturer on student satisfaction. This means that any change or improvement in tangible quality will result in improvement or increase in student satisfaction. Second: the correlation between reliability quality and student satisfaction results in a correlation coefficient (r) = 0.461 with a contribution (r^2) = 0.212 or 21.2%. Supported by the regression equation $Y = 8.252 + 290X$.

From these findings, it is observable that there is a positive relationship between the reliability quality of lecturer on student satisfaction. This means that any change or improvement in reliability quality will result in improvement or increase in student satisfaction. Third: the correlation between lecturer responsiveness quality and student satisfaction results in a correlation coefficient (r) = 0.479 with a contribution (r^2) = 0.230 or 23.0%. Supported by the regression equation $Y = 6.876 + 0.372X$.

From these findings, it is observable that there is a positive relationship between the responsiveness quality of lecturer on student satisfaction. This means that any change or improvement in lecturer responsiveness quality will result in improvement or increase in student satisfaction. Fourth: the correlation between lecturer assurance quality and student satisfaction results in a correlation coefficient (r) = 0.492 with a contribution (r^2) = 0.242 or 24.2%. Supported by the regression equation $Y = 14.179 + 0.709X$.

From these findings, it is observable that there is a positive relationship between the assurance quality of lecturer on student satisfaction. This means that any change or improvement in lecturer assurance quality will result in improvement or increase in student satisfaction. Fifth: the correlation between lecturer empathy quality and student satisfaction results in a correlation coefficient $(r) = 0.503$ with a contribution $(r^2) = 0.253$ or 25.3%. Supported by the regression equation $Y = 5.334 + 0.349X$.

From these findings, it is observable that there is a positive relationship between the empathy quality of lecturer on student satisfaction. This means that any change or improvement in lecturer empathy quality will result in improvement or increase in student satisfaction. In detail, service quality has a high correlation with student satisfaction, but the effect of each service quality indicator varies.

Testing the effect of each indicator of the quality of lecturer service using path analysis based on the path coefficient (p) with the following results: tangible = 0.044, reliability = 0.116, responsiveness = 0.148, assurance = 0.045, and empathy = 0.280. that is, variations in student satisfaction are determined by variations in the quality indicators of lecturer service. The significance test of effect on each service quality indicator applies the t test where the influence of the indicator

of the lecturer service quality is said to be significant if the t value is greater than t table = 1.968.

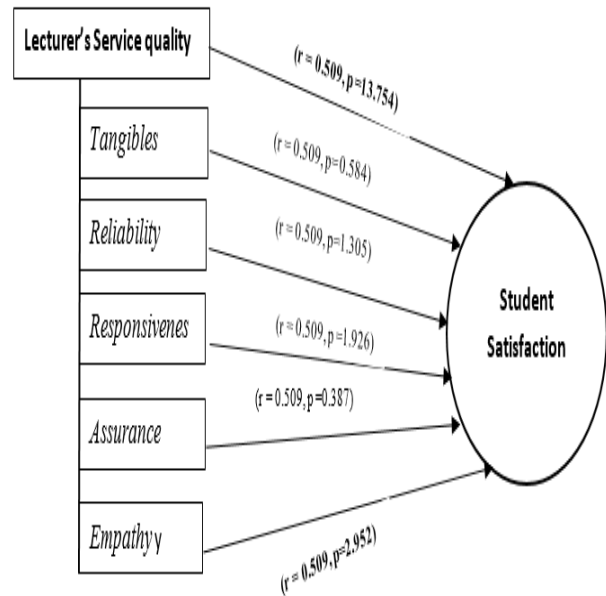


Figure 1. The Effect of Lecturer Service Quality on Students' Satisfaction

Based on the significance test, only the empathy indicator has a significant effect on student satisfaction with t count $2.952 > 1,968$. Based on the findings above, this study shows the results as shown in Figure 1.

The validity and reliability of the instruments in this study were analyzed using Rasch modeling. Valid instruments indicate a good level of confidence (Zohrabi, 2013). Valid contains the idea that the instrument in use is of the ability to measure what should be measured (Rahmawati, 2019). A good instrument must meet several validity criteria so that many terms are used for instrument validity: content validity, construct va-

lidity, predictive validity, statistical validity/reliability. (Baghaei, 2014). Based on the results of the analysis on Rasch Model, it was found that the instruments in this study had met the validity and reliability, therefore they were suitable for data collection. This indicates that "... an instrument testing is very important in research.." (Takaki, Taniguchi, & Fujii, 2014) and... that testing is a must in the research process (Brinkman, 2009).

The validity and reliability resulted from the testing on the Rasch Model indicates that Rasch modeling can be an alternative (Zile-Tamsen, 2017). In several universities in Indonesia, instrument validity tests would engage validity test of *Pearson Product Moment* for non-test/questionnaire instruments (Widi, 2011) and test of *Point Biserial* for test and true-false (Jesyca R.T. Muaju, Adi Setiawan, 2013) instruments. One advantage of Rasch modeling is: "It can explain items and respondents in terms of demographics" (Carvalho, Primi, & Meyer, 2012), "Rasch modeling can help address grain measurement in the right way" (Wu & Adams, 2007).

The use of the Rasch Model for instrument validity tests provides more various results as the validity of the instrument can use various criteria (Othman, 2014). Another advantage of the Rasch Model in analyzing instrument validity is that it is applicable for several aspects so that the result-

ing instrument provides higher reliability (Abdaziz, Jusoh, & Amlus, 2014). The validity analysis using the Rasch Model is deemed better due to its consistency (Jusoh, 2018).

In addition to meeting the validity requirements (Takaki et al., 2014), a research instrument must also meet reliability requirements (Mohajan, 2017). Reliability implies that the instrument, if used by other researchers, will have relatively similar results (Ghazali, 2016). The advantage of the reliability test in the Rasch model is that the instrument may have 3 types of reliability, namely *person* reliability, *alpha cronbach* reliability, and *item* reliability (Stef van Buuren, 2015).

This study shows that the instrument of lecturer service quality has high reliability, namely *person* reliability of 0.97, *alpha cronbach* reliability of 0.94 and *item* reliability of 0.98. The reliability of student satisfaction reaches *person* reliability of 0.90, *alpha cronbach* reliability of 0.94 and *item* reliability of 0.97. Reliability coefficient above 0.9 indicates a very good level (Mohamad, Lisa, Sern, & Mohd, 2015). A High reliability in research instruments is one characteristic of a good instrument (Mohajan, 2017).

In addition to fulfilling the validity and reliability of this study, this study also discovered a strong correlation and influence between lecturer service quality (LSQ) and student satisfaction

(SS). As previously explained, the correlation coefficient (r) LSQ and SS = 0.509, with the contribution of (r^2) LSQ to SS = 0.259 or 25.9%. The influence coefficient (p) LSQ to SS is = 0.509 with the value of t count = 13.754 which is greater than the t table of = 1,968.

This research finding is in accordance with the research of Onditi & Wechuli thatservice quality in higher education has a significant influence on student satisfaction....(Onditi & Wechuli, 2017). Reinforcing these findings, another study stated..... *SQ (service quality) is a vital factor that determines the level of SS (student satisfaction)*... (Wei, 2011), that good service quality will result in happy customers and costumers' repeat order for the previous services (Prentice & Kadan, 2019). Good service quality makes consumers feel more attached to the services provided (Kumar et al., 2018), and therefore, it is certain that students will be satisfied with the quality of service (Muhammad, Kakakhel, Baloch, & Ali, 2018b). Therefore, higher education managers should continuously examine their ability to provide quality services to students from various quality service dimensions(Onditi & Wechuli, 2017).

According to Wei (2011), indicators of responsiveness, assurance, and empathy are the three dimensions of SQ that is significantly related to the level of SS (Wei, 2011), however, this

study reveals that only empathy has the most significant effect. Furthermore, student satisfaction is determined by various aspects such as: academic aspects, non-academic aspects, access aspects, or communication aspects, problem solving aspects in the study program and the institution's reputation aspects.(Muhammad et al., 2018b). Non-academic aspects relate to the ability of the academic staff to assist and serve the needs of students: Academic aspects refer to the ability of the academic staff to convey the best knowledge and experience to students: Dimension access refers to the availability to be in contact with and to be approached by students. Dimension program issue refers to the ability to offer something important and different to students.

The dimension of reputation refers to students' perceptions of the university they study at (Muhammad et al., 2018b). No less important, student pay back for the university has an effect on student satisfaction (Tuan, 2012).

5. CONCLUSION AND SUGGESTION

This study reveals that the quality of lecturer service provides a positive and significant influence for student satisfaction. It implies that efforts to increase student satisfaction may be realized by improving the quality of lecturer service. Meanwhile, out of 5 dimensions of lecturer service quality, it was found that the dimension

of empathy had the greatest influence compared to other dimensions of lecturer service quality.

The research instrument (service quality and student satisfaction variables) met the validity and reliability criteria based on testing using the Rasch Modeling. The advantage of any instrument validity which is tested by Rasch modeling is its ability to measure the more complete validity, namely the validity of items, validity of *person* and validity of construct. Testing instrument reliability using Rasch modeling is competent to directly reveal the reliability of the Cronbach Alpha (Kr-20) Person Raw Score "Test" Reliability, and Item Reliability.

The results of hypothesis testing discover that the quality of lecturer service is proven to affect student satisfaction. It implies that, to increase student satisfaction, educational institution managers must improve the quality of lecturer services. Whereas out of 5 dimensions of lecturer service quality, it was revealed that *empathy* dimensions engage the greatest influences compared with other service quality dimensions, namely tangible dimensions, *assurance* dimensions *reliability* dimensions and *responsiveness* dimensions.

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