

The Influence of Lecturers' Enthusiasm and Ability on Quality of Educational Services to Students

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Abstract. Education is recognized as a solution to overcome underdevelopment and poverty. Although the Indonesian government's efforts to improve higher education have been made, the results are still unsatisfactory, especially compared to developed countries. This study examines the influence of lecturers' teaching ability and motivation on the quality of educational services provided to students. A quantitative method was used to collect data through a questionnaire with 69 respondents. The analysis results used Structural Equation Modeling (SEM) using Smart PLS., which shows the proportion of ability variants with service quality of 0.312 and motivation of 0.421, indicating a weak relationship. The lecturer's insight skills have a more substantial influence, with a score of 0.80. There was also a simultaneous effect between ability and motivation on service quality, with a value of 0.376. These findings emphasize the need to focus on improving the ability and motivation of lecturers to improve the quality of educational services in higher education.

Keywords: Service quality, lecturers, ability, motivation

1. Introduction

Education is widely recognized as the ultimate solution to overcome underdevelopment, poverty, and ignorance. Several researchers have discussed this issue [1], [2], [3], [4], [5]. Many countries, such as Singapore, Japan, and Germany, have built strong educational foundations which contribute to the advancement of science and technology [6], [7] Education is believed to be able to break the chain of poverty because it provides knowledge, skills, and expertise that enable individuals to improve their lives and help others around them.

However, in Indonesia, although the government has made efforts to advance education, especially in the higher education sector, the results are still unsatisfactory. Based on international surveys, there are no Indonesian universities in the top ten in the world, not even the top hundred [8]; [9]. This shows that higher education in Indonesia still needs to be improved, especially compared to countries such as China, Japan, Korea, and Singapore, which have internationally recognized universities. This must undoubtedly be a special concern for the Indonesian government in order to compete globally in higher education. The quality of service from lecturers and education managers to students is a key factor in improving the quality of higher education. Service quality is an effort made to meet the needs and desires of customers [10].

Students are an important variable that must be considered to improve the quality of education. Therefore, lecturers' teaching ability and motivation are essential. Lecturers need academic abilities and good managerial and interpersonal skills to enhance the student learning experience. Research shows that the ability to teach and guide lecturers has a positive effect on student learning success [11], [12], [13], [14]. To become a world-class university, colleges need to meet six performance indicators: publication of research results, interest in international students, the ratio of lecturers to students, research results in each field of science, international education programs, and the number of international students.

To achieve these indicators, quality human resources are needed. The quality of human resources can improve if the ability also increases. Ability will increase if the motivation increases. Therefore, the ability and motivation to teach the entire academic community is essential for universities that will improve themselves. Teaching motivation is also believed to have a potential positive influence on lecturers to serve students [15]; [16] Strong motivation to serve students not only impacts the relationship between lecturers and students in the academic field but will also psychologically affect the interests, attention, perceptions, and even character of students after leaving college. Students who are well served by their doses tend to have good attention and motivation if they will serve others in connection with their duties. [15]

The ability and motivation of lecturers are also expected to spur universities to improve their performance in carrying out the mandate of the tri dharma of higher education, namely [15][16] education and teaching, research, and community service. When lecturers have specific abilities and motivations, it is hoped that they can improve university performance, including educational services to students. Lecturers with good teaching abilities will improve student services, such as increasing student knowledge. According to Boyatziz [17] Competencies are abilities or capabilities that consist of a series of interconnected but different behaviors organized in a circle of basic constructs. Competence refers to an individual's ability to perform tasks well, which is based on three main aspects: knowledge, skills, and work attitudes, following established standards [18].

In addition to ability, lecturers' motivation to serve students also plays a vital role in navigating lecturers to provide good service to students. Define motivation as a reaction that starts from a need, which gives rise to a desire or effort to achieve a goal sought, which results into tensions (that is unfulfilled desires), then causing action toward achieving goals, and finally satisfying wants [19]. According to Hasibuan [20], The six indicators of highly motivated people include a) having high personal responsibility, b) daring to take risks, c) setting realistic goals, d) developing a comprehensive work plan, e) utilizing concrete feedback in activities and f) looking for opportunities to realize the plan that has been made. This motivation can affect academic relationships and the development of students' character. Lecturers who are highly motivated in teaching tend to be able to provide better services, which in turn can increase students' interest and attention to their studies.

Some of the previous research that is relevant to this research includes the following: Lecturers must consistently foster the spirit of student motivation in every lecture activity so that students can continue to deepen their understanding [21]. Risparyanto's Research [22] I found that, overall, motivation and competence impacted service quality. The quality of service and the competence of lecturers have a significant simultaneous influence on student learning motivation [23]. Supriyanto's Research [16] explained that the ability and motivation of lecturers significantly impact the quality of service to students.

It is essential to conduct research based on the above explanation, theories, and previous research. This study aims to determine the influence of lecturers' teaching abilities and motivation on the educational services provided to students. Through this research, it is hoped that the extent of the influence of lecturers' teaching abilities and motivation on the educational services provided to students can be known. With a better understanding of these factors, it is hoped that universities can improve the quality of education and achieve a better status at the international level.

2. Methodology

2.1. Study design

This study uses a quantitative method. Quantitative research is a type of research that uses methods that focus on collecting and analyzing data in the form of numbers and statistics. Quantitative research methods are scientific approaches that adhere to scientific principles, including empirical properties, objectivity, measurability, systematic, and replicable [24]. Furthermore, the data is collected with research instruments and tested by statistical analysis to test the hypothesis that has been previously determined. The design of this study can be described as follows:

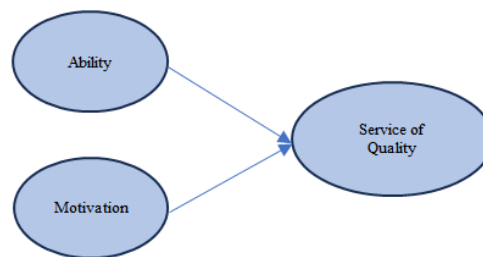


Figure 1. Research Design

2.2. Data Collection Techniques

This study uses primary data collection instruments in the form of questionnaires or questionnaires. The questionnaire is divided into sections, starting with an agreement section explaining the purpose of the research and the rights of respondents to ensure that they provide information voluntarily and with complete understanding. Next, a section collects respondent identity data, such as name, age, and gender, which is essential for demographic analysis. After these two parts, the questionnaire is followed by a series of questions designed to evaluate the variables that are the focus of the research, including statements that must be assessed by respondents based on a particular scale. This aims to obtain comprehensive and accurate data related to the variables studied. In this study, the measuring tool for service quality variables uses the service quality (SERVQUAL) method developed by [25], which consists of 20 statement items. Variable ability to use measuring tools developed by Sri Budi Rahayu 2011 [26] consists of 20 statement items. Meanwhile, the motivation variable uses a measuring tool developed by Zurnali [27], which consists of 20 statement items. Using a Likert scale of 1-5

2.3. Respondent

The respondents in this study were industrial engineering students of Pamulang University, Tangerang. The number of respondents was 69 people, 32 men and 37 women. These respondents are an important part of the context of our research. In order to maintain the confidentiality and privacy of respondents, all information obtained through the questionnaire will be strictly confidential and will only be used for research purposes. The identity of each respondent will remain anonymous, so there will be no disclosure of personal information that could harm them. Respondent characteristics and the demographic information collected include the following:

Table 1. Respondent Demographic Information

Characteristics of Respondents	Number of Samples (n)	Percentage (%)	
Gender	Male	32	46,38%
	Woman	37	53,62%
Total	69	100,0%	

Data processing 2024

2.4. Data Analysis Techniques

This study used the Structural Equation Modeling (SEM) analysis technique using Smart PLS. This analysis aims to simultaneously test and estimate the relationship between independent variables (X1) and (X2) against dependent variables (Y) with many indicators. Using this analysis, we can predict the value of the dependent variable (Y) when the values of the independent variables (X1 and X2) change. In addition, it can also determine whether the relationship between independent and dependent variables is positive or negative. This analysis is also to study the relationship between two variables, namely the independent variable (X) and the dependent variable (Y), to determine the extent to which changes in the independent variable (X) can affect the dependent variable (Y).

3 Results and Discussion

The results of the data analysis are shown in Figure 2 below :

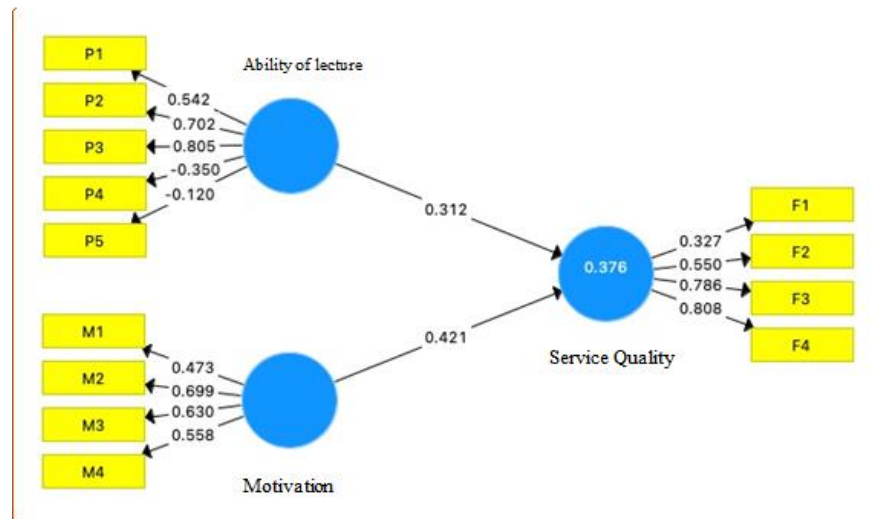


Figure 2. Analysis results

The contribution of each IV to DV in the figure above can be explained as follows:

1. The proportion of variants of 0.312 of Ability with teaching service quality is weak, which means that when the ability is low, the quality of service is also low.
2. The proportion of motivation variants with relatively poor service quality, namely 0.421, means low motivation also affects low service quality.
3. The dimension that is more influential from the lecturer ability variable to the dimension of the lecturer teaching service variable is 0.80 (insight proficiency) by 80% of the service quality variable from the service orientation dimension and fair attitude
4. The simultaneous influence between ability and motivation on service quality appears to be weak at 0.376 but positive, where the ability and motivation are still directly proportional.

4 Conclusions

Based on the results of the research process using multiple regression are:

1. The effect of ability on the quality of lecturer teaching services to students was 0.312 or 31.2 %
2. The influence of lecturers' teaching motivation on the quality of service to students is 0.421 or 42.1%
3. The existence of a high positive influence of the ability variable (insight proficiency) of 80% and the service quality variable (service orientation and fair attitude) of 80% means that this dimension has a strong influence on the variable, so it is necessary to conduct a study of these dimensions to be realized in real behavior (Strengthening services for lecturers felt by students).

4. There is a weak influence of these two variables, so there need to be other free variables that can support the quality of lecturer services to students by providing training to lecturers regularly

An important finding of this study is that there is a weak relationship between lecturers' ability and the quality of teaching services. If lecturers' ability is low, the quality of services provided also tends to be low. The relationship between motivation and service quality is also relatively weak. Low motivation can impact poor service quality. Insight proficiency as a dimension of lecturers' abilities strongly influences service quality.

Lecturer knowledge is essential in determining the quality of service. There is a simultaneous influence between ability and motivation on service quality. Although the influence is weak, the two have a positive relationship, suggesting that improving lecturers' abilities and motivation can improve service quality. Skilled and motivated lecturers can provide better support, enhancing the student learning experience. Therefore, improving the ability and motivation of lecturers is essential to create a positive learning environment. Overall, it is crucial to focus on improving the ability and motivation of lecturers to improve the quality of teaching services.

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