

The Effect of Service Quality on Lecturers' Workload on Lecturer Satisfaction at Pattimura University Ambon

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In service quality, the measure is not solely determined by the provider, but more so by the recipients. They are the ones who benefit from the service, and therefore can measure service quality against their expectations to meet their satisfaction. Service quality must begin with user needs and end with user satisfaction. This study aims to analyze and explain the influence of service quality variables, including: professionalism and skills, attitudes and behaviors, accessibility and flexibility, reliability and trustworthiness, recovery, reputation and credibility, and lecturer satisfaction. The population of this study was all lecturers at Pattimura University. The sampling technique used was purposive sampling, with a sample size of 117 respondents. The analysis used a Likert scale and multiple linear regression analysis with SPSS version 24 software to process the data. The results showed that all service quality variables significantly influenced lecturer satisfaction, with recovery being the most influential. It is recommended that Pattimura University evaluate the service quality, including ease of access anywhere, as some respondents/lecturers expressed that service quality is still lacking. Future researchers can develop other variables as mediators, and the research object could be banks with a specific number of products offered.

Keywords: Service Quality, Lecturer Satisfaction

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1. Introduction

A tertiary institution is an educational institution that provides higher education. Tertiary institutions are the next level of education after secondary education, encompassing diploma, bachelor's, master's, doctoral, professional, and specialist programs. These programs are organized by universities based on Indonesian culture. Students at tertiary institutions are called students, while the teaching staff are called lecturers.

Based on their organization, higher education institutions are divided into two categories: State Universities (PTN), run by the government, and Private Universities (PTN), run by the community. In Indonesia, higher education institutions come in several forms: universities, institutes, colleges, polytechnics, academies, and community colleges.

Higher education institutions have the autonomy to manage their own institutions while adhering to the Tri Dharma of Higher Education. Management is based on the principles of accountability, transparency, non-profit, quality assurance, and effectiveness and efficiency.

Pattimura University Ambon is the only State University in Maluku Province. It requires professional and qualified teaching staff in the process of implementing the Tridarma of Higher Education which includes: education and teaching, research and community service so that its role has a positive impact on

national development in the processes of teaching staff not only required to develop themselves by following formal education to a higher level but also lecturers are required to professionally take certification tests by attending trainings that must be proven by passing through activity certificates, in addition to preparing teaching materials compiled in the Semester Learning Plan (RPS), Evidence of research through research reports or articles that have been published in reputable journals and community service as well as a number of rules that must be met as a requirement to take Lecturer Certification, because in fact lecturers are considered professional teaching staff if the person concerned is declared to have passed the lecturer certification.

As a professional teacher, you are required to fulfill the Lecturer Workload (BKD) obligations. In the process, all items must be fulfilled and evaluated according to applicable regulations.

In the evaluation process, all evidence must be uploaded to the Pattimura University website through the Sister service managed by the University through the Quality Assurance and Learning Development Institute (LPMPP) of Pattimura University, Ambon. With employees who master technology, it is very easy to handle the process. However, mastering technology alone is not enough, because the problems faced by lecturers in filling in data are not limited to uploaded data and problems, but the character of lecturers who often do not realize they are right, assume everything is ok, while the data needs to be corrected, the workload assessment process is not handled by assessors who are a separate part and not the authority of the operator, the operator is only tasked with controlling the data that has been entered, providing information when the data starts to be uploaded when it closes, then notifying the objection period but sometimes. Some lecturers come with a friendly attitude, gently politely expressing the problems they face, but there are also those who do not come only contact by phone, or Whatsapp, some even come without bringing a laptop, some forget their password/username, some even come with an orderly attitude, and there are still many more problems that must be handled by administrative staff who are tasked with handling the workload of lecturers who are required to serve gently, patiently, friendly and must smile a lot, must always be kind even when the situation is not good. In order to carry out the noble calling, maintain the quality of service and improve the image of the Institution to remain fragrant. Seeing the very tight conditions with these various problems, there must be a strategy to win.

Service is a crucial factor in meeting customer needs. Along with advancements in the business world and the advancement of science, other factors have emerged that can directly or indirectly influence customer satisfaction.

According to (Kotler and Keller, 2019) service quality refers to the ability of a product to provide the best value to customers and that meets or even exceeds customer needs.

Process factors, in this case, service quality, are crucial because they directly impact a company's image. According to Parasuraman (in Lupiyoadi, 2023), service quality is the difference between what customers actually receive and what they expect from the service they receive. High service quality will be a company's advantage. If a company achieves positive feedback from consumers, consumers will provide positive feedback and potentially become repeat customers.

User satisfaction is a crucial factor for companies to consider, as users are the reason a company exists. Without customers, a company cannot survive. Businesses are increasingly recognizing the importance of customer satisfaction. This is why companies are increasingly competing to provide superior products and services tailored to consumer needs. If the benefits provided exceed consumer expectations, consumers will be satisfied; conversely, if the value is lower than expected, consumers will feel dissatisfied or disappointed. According to (Irawan, 2022), user satisfaction is the result of a user's assessment that a product or service has provided a level of enjoyment, where this level of satisfaction can be more or less.

Objective The purpose of this study is to analyze and explain the influence between service quality variables, namely professionalism and skills, attitudes and behavior, accessibility and flexibility, reliability

and trustworthiness, recovery and reputation and credibility simultaneously with the lecturer satisfaction variable.

2. Literature Review and Problem Statement

Quality of Service

Juran in Tjiptono (2023) said that quality is fitness for use, where this definition emphasizes the orientation towards fulfilling customer expectations.

Crosby in Tjiptono (2023) explains employee empowerment in solving problems where this understanding emphasizes the orientation of employee empowerment.

According to Kotler in Umar (2023), services are any action or deed offered by one party to another that is essentially intangible and does not result in ownership of anything. Service products can be related to physical products or not.

Dimensions of Service Quality

Another opinion was put forward by Gronross (2020) in Tjiptono and Gregorius (2025) regarding the dimensions of service quality, where he grouped them into three main dimensions which were then described into 6 (six) criteria, namely:

1. Outcome-related dimensions with the criteria: Professionalism and Skills, namely customers assume that service providers, employees, operational systems and physical resources have the knowledge and skills needed to solve customer problems professionally.
2. Dimensions related to impressions (image-related dimensions) with the following criteria: Reputation and credibility, namely customers believe that the service provider business can be trusted to provide appropriate value for money and reflect positive performance and values.
3. Process-related dimensions with the following criteria: Attitude and behavior, namely customers feel that employees pay attention to them and try to help solve customer problems spontaneously and happily.
4. *Accessibility and flexibility*(ease of access and flexibility), namely customers feel that the service provider, location, working hours, employees and operational systems are designed and operated in such a way that customers can access them easily and flexibly to suit customer requests.
5. *Reliability and trustworthiness*(reliable and trustworthy), namely customers believe that whatever happens or has been agreed upon, customers can rely on the service provider, its employees and its systems to fulfill its promises to meet customer interests.
6. *Service Recovery*(service recovery), namely customers believe that if there is an error or something unexpected happens, the service provider will immediately and proactively take action to control the situation and find the right solution.

User Satisfaction

Satisfaction can be interpreted as an effort to fulfill something or make something adequate (Tjiptono and Gregorius, 2015).

According to Kotler et al. (2020), satisfaction is the level of a person's feelings after comparing a product's perceived performance (or outcome) with their expectations. Thus, satisfaction is a function of perceived performance versus expectations. Customers will experience one of three conditions: if performance falls below expectations, they are dissatisfied; if performance meets expectations, they are satisfied; and if performance exceeds expectations, they are highly satisfied.

3. Method

Research Approach

The approach used in this study is a quantitative approach that starts from theory and is then broken down into indicator variables and items. Each variable is measured using numerical symbols to draw generally applicable conclusions within a parameter (Sumanto, 1999). The type of research used is explanatory research, which explains the causal relationships between variables and tests hypotheses (Singarimbun, 2021).

Research Location

This research was conducted at Pattimura University, Ambon.

Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2023). The population in the study of Pattimura University lecturers) who use the services of the Institution totaling 1,073 people.

The sampling technique is purposive sampling, where the sample determination criteria are determined as follows:

1. Civil Servant Lecturer
2. Have worked for over 10 years
3. Already a senior lecturer
4. Have passed Serdos
5. Not currently serving

According to the predetermined criteria, there were 117 people who met the requirements as respondents.

Method of Collecting Data

The types of data used in this study are:

1. Primary data: namely data obtained directly from respondents through research questionnaires provided in interval and nominal form.
2. Secondary data: namely data that has been processed, whether originating from the company, such as documents or from the media.massin the form of information related to the research topic.

The data sources used in this study are:

1. Internal sources (from within): data originating from the company where the research was conducted, including primary data in the form of respondents' answers in distributed questionnaires, as well as secondary data in the form of information about the company profile or matters related to the company, both verbally and in the form of documents.
2. External sources (from outside): data obtained from related parties outside the company related to the issues raised in this research.

Data collection technique

In this study, the data collection techniques used are as follows:

1. Questionnaire: this technique is carried out by asking questions to respondents in this case lecturers at Pattimura University, Ambon.
2. Interview: this technique was carried out by interviewing lecturers at Pattimura University, Ambon.

Table 1 Concepts, Variables, Indicators and Items

No	Draft	Variables	Indicator	Item
1	Quality of Service	- Professionalism and	1. System understanding	- Able to understand work procedures

No	Draft	Variables	Indicator	Item
		skills (X1)	and work procedures.	in his field.
				- Able to understand working mechanisms
				overall.
			2. Ability to operate	- able to use equipment
			arrange equipment	mechanical and computer.
			mechanical and computer.	
			3. Speed of service	- Fast in serving lecturers.
		- Attitude and Behavior (X2)	1. Willingness to help	- Proactively assist lecturers who experience difficulty.
			2. Friendly	- Always smile.
				- Smooth in speaking.
			3. Familiar / family	- Easy to get along with lecturers.
				- Trying to get closer to
				customers through spoken language
				and body language.
		- Easy to access and flexible (X3)	1. Service facilities	- Easy to Access
			broad.	- Accessible Anywhere
			2. System usage	- Service to lecturers
			computer online.	using a computer system
				on line.
			3. Bureaucracy that is not	- Easy and flexible bureaucracy.
			convoluted.	in serving lecturers.
		- Reliability and can	1. Able to fulfill	- willing to provide services
		trusted (X4)	User needs.	lecturers needed.
			2. Proactively provide	- provide benefits
			quality service.	It will be more beneficial for lecturers.
			3. Accurate information	- Provide correct information
			and trustworthy.	about everything related to
		- Recovery (X5)	1. Quickly resolve	- Proactive and immediately address
			complaints	Lecturer Complaints.
			users.	
				- Able to build an atmosphere that
				comfortable after the lecturer problem
				resolved.
			2. Protect and guarantee	- Fulfill all lecturer rights.
			user rights.	
		- Reputation and credibility (X6)	1. Able to display	- Provide services that
			positive image.	pleasant.
			2. Guarantee against	- Guaranteed validity
			service.	- Serving all related matters
				with BKD needs.
2	Satisfaction	- Lecturer satisfaction	1. Happy to be a customer	- Proud to be a lecturer.
	lecturer	(Y)	2. Like to inform	- Often tell good things
			good service on	service to others.
			others.	
			3. Try to fulfill	- BKD problem resolved.
			need.	complete

Validity and Reliability Test

The results of the validity and reliability testing of the research instruments are shown in the following table:

Table 2. Validity and Reliability Test Results

Variables	Item	r	Sig.	Information	Reliability	Information
Professionalism and skills (X1)	X1.1	0.934	0,000	Valid	0.8448	Reliable
	X1.2	0.888	0,000	Valid		
	X1.3	0.929	0,000	Valid		
	X1.4	0.925	0,000	Valid		
Attitude and Behavior (X2)	X2.1	0.882	0,000	Valid	0.8280	Reliable
	X2.2	0.928	0,000	Valid		
	X2.3	0.935	0,000	Valid		
	X2.4	0.921	0,000	Valid		
	X2.5	0.900	0,000	Valid		
Easy to access and flexible (X3)	X3.1	0.854	0,000	Valid	0.8228	Reliable
	X3.2	0.879	0,000	Valid		
	X3.3	0.696	0,000	Valid		
	X3.4	0.895	0,000	Valid		
Reliability and Trustworthiness (X4)	X4.1	0.889	0,000	Valid	0.8416	Reliable
	X4.2	0.875	0,000	Valid		
	X4.3	0.945	0,000	Valid		
	X4.4	0.908	0,000	Valid		
Recovery back (X5)	X5.1	0.898	0,000	Valid	0.8554	Reliable
	X5.2	0.886	0,000	Valid		
	X5.3	0.845	0,000	Valid		
Reputation and credibility (X6)	X6.1	0.923	0,000	Valid	0.8563	Reliable
	X6.2	0.819	0,000	Valid		
	X6.3	0.894	0,000	Valid		
Satisfaction Lecturer (Y)	Y.1	0.934	0,000	Valid	0.8685	Reliable
	Y.2	0.898	0,000	Valid		
	Y.3	0.928	0,000	valid		

Source: processed primary data, 2025

Data Analysis Methods

This study employed two data analysis techniques: descriptive analysis and inferential analysis. These two analytical techniques are expected to reveal existing phenomena more clearly, both qualitatively and quantitatively, and to allow for generalizations of population conditions for decision-making using a predetermined sample.

Inferential analysis focuses on the analysis and interpretation of data to draw conclusions (Hakim, 2017). This analysis is also used to test established research hypotheses using the obtained sample data. In this study, inferential analysis was conducted using multiple linear regression because the number of variables analyzed was more than two. Regression was used because this study will examine the influence of independent variables (service quality variables) on the dependent variable (lecturer satisfaction), as regression is an analytical tool that focuses on the influence of one variable on another (Maryati, 2021). The research has conducted a Classical assumption test and all test results meet the test results as requirements for multiple linear regression tests.

4. Results and Discussion

To see how each independent variable (X1-X6) influences the dependent variable (Y), this is done using a multiple linear regression statistical analysis tool and at the same time a test is carried out where each independent variable (X1-X6) is tested partially for its influence on the dependent variable (Y).

Table 3. Summary of Multiple Regression Analysis Results

Variables Bound	Variables Free	β	T	Sig.	Information
Y	X1	0.146	2,228	0.028	Significant
	X2	0.205	2,927	0.004	Significant
	X3	0.124	2,154	0.033	Significant
	X4	0.134	2,187	0.031	Significant
	X5	0.247	4,213	0,000	Significant
	X6	0.171	3,232	0.002	Significant
Constant	= - 0.720				
R	= 0.972				
R Square	= 0.945				
AdjustedR Square	= 0.942				
F count	= 310,950				
Sig. F	= 0.000				

Source: processed primary data, 2025

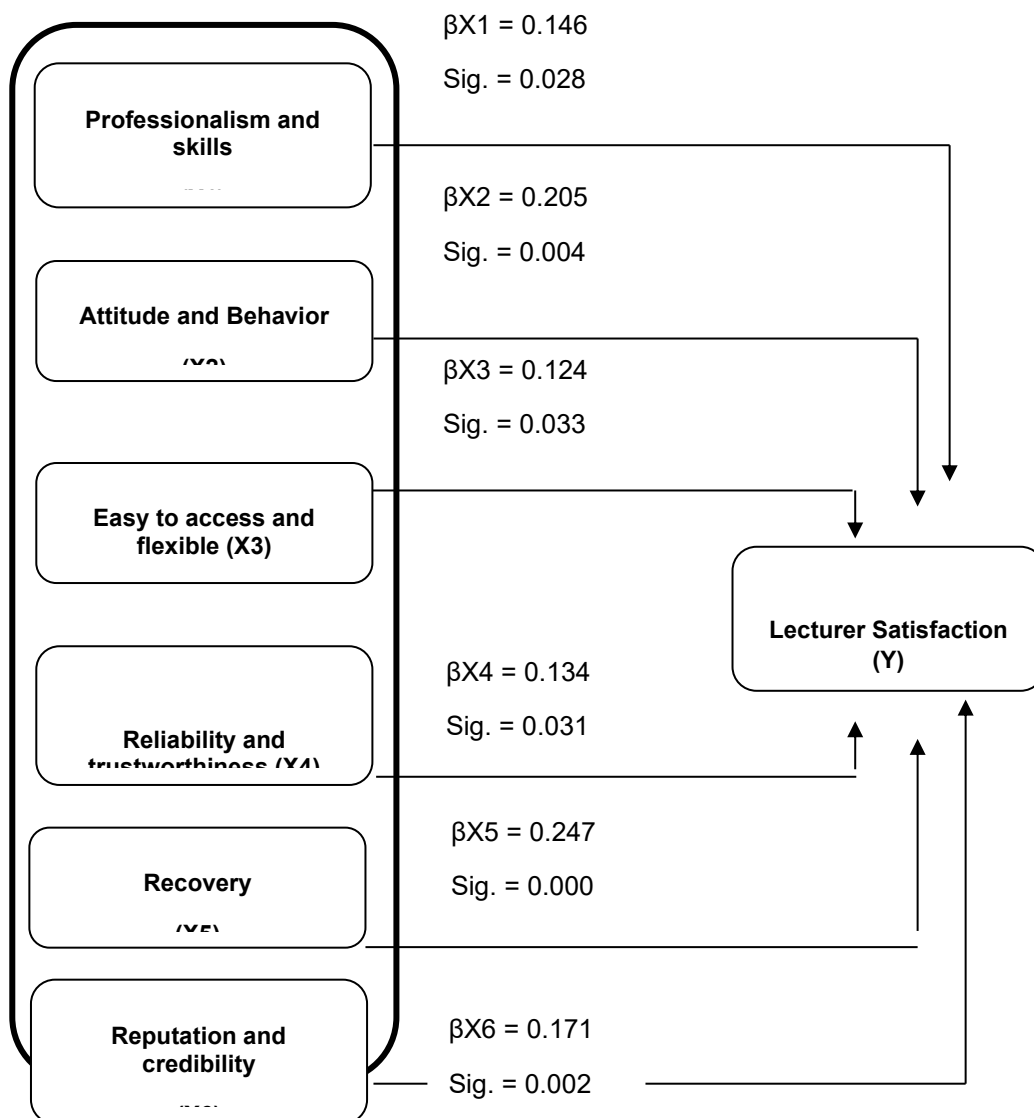
Based on table 3. above, it can be concluded that:

1. The professionalism and ability variables (X1) have a significant effect on the lecturer satisfaction variable, as indicated by the probability value (P-value) of $0.028 < 0.05$ (alpha probability). The hypothesis stating that there is a significant effect between the professionalism and ability variables and the lecturer satisfaction variable (Y) can be accepted.
2. The attitude and behavior variables have a significant influence on the lecturer satisfaction variable, which is indicated by the probability value (P-value) of $0.028 < 0.05$ (alpha probability). The hypothesis stating that there is a significant influence between the attitude and behavior variables (X2) on the lecturer satisfaction variable (Y) can be accepted.
3. The easily accessible and flexible variables (X3) have a significant influence on the lecturer satisfaction variable, which is indicated by the probability value (P-value) of $0.033 < 0.05$ (alpha probability). The hypothesis stating that there is a significant influence between the easily accessible and flexible variables (X3) on the lecturer satisfaction variable (Y) can be accepted.
4. The reliability and trustworthiness variables (X4) have a significant influence on the lecturer satisfaction variable, as indicated by the probability value (p-value) of $0.031 < 0.05$ (alpha probability). The hypothesis stating that there is a significant influence between the reliability and trustworthiness variables (X4) on the lecturer satisfaction variable (Y) can be accepted.
5. The reinstatement variable (X5) has a significant effect on the lecturer satisfaction variable (Y) as indicated by its probability value (P-value) of $0.000 < 0.05$ (alpha probability). The hypothesis stating that there is a significant effect between the reinstatement variable (X5) on the lecturer satisfaction variable (Y) can be accepted.
6. The reputation and credibility variables (X6) have a significant influence on the lecturer satisfaction variable, as indicated by the probability value (P-value) of $0.002 < 0.05$ (alpha probability), so that the hypothesis stating that there is a significant influence between the reputation and credibility variables (X6) on the lecturer satisfaction variable (Y) can be accepted.

The resulting regression equation is as follows;

$$Y = 0.146 X_1 + 0.205 X_2 + 0.124 X_3 + 0.134 X_4 + 0.247 X_5 + 0.171 X_6 + 0.134$$

The magnitude of the variation that can be explained by the service quality variables related to lecturer satisfaction is 0.945 or 94.5% (R square value/determination coefficient) while the remaining 5.5% is explained by other factors. The magnitude of the determination coefficient indicates that the contribution of the six service quality variables is very large in determining the level of satisfaction of lecturers at Pattimura University, Ambon. This is also indicated by the correlation coefficient (R) value of 0.972 which describes a very close relationship between all service quality variables (X1 to X6) with lecturer satisfaction (Y).



Discussion

In the discussion section of the results of this study, the influence of each variable on the results of the statistical tests studied in this study will be explained as follows:

The Influence of Professionalism and Skills on Lecturer Satisfaction.

The results of the hypothesis testing show a significant influence between the professionalism and skills of employees on lecturer satisfaction as evidenced by the probability value (p-value) of 0.028 < 0.05 (alpha

probability). This is certainly very logical because if an employee is professional and skilled at his job, then he will be able to carry out his work well, because professional means that the employee in question understands very well everything related to the profession he is engaged in. Professional employees will be able to carry out all their duties well according to their field of work so that the work mechanisms that have been regulated and determined by the company will run smoothly and this condition will certainly facilitate and expedite services to lecturers. Ease and smoothness in service will foster a sense of satisfaction in the hearts of customers as customers.

The professionalism and skills possessed by employees will also make it easier for institutions to anticipate all dynamics that occur in the world of education, both related to technology and other things, especially how to make lecturers as users feel satisfied with what is provided by the Institute for Quality Assurance and Teaching Development. These findings are also in accordance with what was conveyed by Stanton (2021) about one of the characteristics of service, namely inseparability or inseparability from the individual so that the profile as a servant greatly influences what is sold. These findings also support the findings of previous research conducted by Afandi (2024) at Bank Central Asia Dinoyo Branch which showed that service quality variables - consisting of professionalism and skills, attitudes and behavior, easy to access and flexibility, reliability and trustworthiness, recovery and reputation and credibility - have a significant effect both partially and simultaneously as well as research by Jayawerdhana, Souchon, Glanville (2024) on the development of reliable and valid service quality measurements in their journal entitled Service encounter quality in a business to business context: measure development and consequences where he stated that professionalism is one of the factors that influence service quality.

The Influence of Attitudes and Behavior on Lecturer Satisfaction.

Based on the results of statistical tests, it shows that employee attitudes and behavior have a significant effect on lecturer satisfaction, which is indicated by a probability value (p -value) of $0.004 < 0.05$ (alpha probability). This finding is quite reasonable and makes sense because bad or unpleasant employee attitudes and behavior will cause users, in this case lecturers, to be disappointed, especially if the lecturer is in an unstable psychological condition, for example, being upset or in an emotional condition or experiencing difficult problems, then bad attitudes and behavior will worsen the atmosphere. For this reason, every employee - especially those who are engaged in providing Lecturer Workload (BKD) services as the spearhead are required to have attitudes and behaviors that please lecturers, because lecturers are a source of strength for the Institution because if lecturers are happy and satisfied with the services provided, it will have an impact on welfare. Therefore, Pattimura University Ambon as the only State University engaged in education, is very concerned about the problem of attitudes and behavior of its employees. Training on excellent service needs to be continuously encouraged so that employees are able to provide the best service for lecturers.

The results of this study align with the theory proposed by Gronross in Tjiptono (2013), which states that attitudes and behavior are part of the service quality dimension related to the process. This finding is also supported by the results of research by Afandi (2014), which states that the attitudes and behavior of Bank Central Asia Malang employees have a significant influence on customer satisfaction.

The Influence of Easy Access and Flexibility on Lecturer Satisfaction

Ease of access and flexibility have a significant influence on lecturer satisfaction, as indicated by the probability value (p -value) of $0.033 < 0.05$ (alpha probability). This finding is quite reasonable because the purpose of lecturers uploading Lecturer Workload data to the employee system requires control to secure the data they have so that they can flexibly provide valid information when needed or if there is a lack of data. The lecturer's desire certainly demands the institution to provide ease of access to all matters related to the required data and flexibility of use so that lecturers are no longer bothered by complicated

procedures, at any time lecturers can access information about the uploaded data. The significant influence between ease of access and flexibility on lecturer satisfaction is also in accordance with the theory put forward by Parasuraman, Zeithaml and Barry (2025) in Tjiptono and Gregorius (2025) which states that ease of access is one dimension of service quality. Similarly, Gronross in Tjiptono (2023) – the reference in this study – also stated that ease of access and flexibility are dimensions of service quality. Previous research that also supports these findings is research conducted by Afandi (2024) and Tam Tsui wa (2024), which stated that ease of access and flexibility, as part of perceived customer convenience, have a significant impact on customer satisfaction.

The Influence of Reliability and Trustworthiness on Lecturer Satisfaction.

The influence of reliability and trustworthiness on customer satisfaction is shown by the results of statistical tests where the resulting probability value (p-value) is $0.031 < 0.05$ (alpha probability) which is proof of the theory expressed by Gronross in Tjiptono (2023), as well as Parasuraman, Zeithaml and Berry in Tjiptono (2025) in Tjiptono (2023) where they state that reliability and trustworthiness are dimensions of service quality that will affect customer satisfaction. The findings of this study are quite reasonable because banking services are closely related to reliability and trustworthiness. This is because lecturers who store their data certainly want convenience and security through these transactions to be obtained. Lecturers have entrusted all their mobility and storage of funds to the university and this trust must certainly be maintained by the university by not disappointing their lecturers. Therefore, banks must maintain and improve their reliability in serving lecturers by being able to meet lecturers' needs, provide quality products and services and provide accurate and reliable information.

The Effect of Reinstatement on Lecturer Satisfaction.

Based on the research results, it was found that restoring relationships with lecturers after experiencing disappointment has a significant influence on lecturer satisfaction as indicated by a probability value (p-value) of $0.000 < 0.05$ (alpha probability). The results of this study illustrate how important it is to maintain relationships with customers because even the slightest disappointment from a lecturer will reduce his loyalty or can even have an impact on a bad assessment of the institution. This is very possible considering the tight competition in services today so that every institution will compete to treat lecturers as well as possible and try to minimize lecturer disappointment because in the current unstable economic conditions, it is not easy to get new customers. It takes a lot of funds even just to retain existing customers through advertisements in print and electronic media as we often see on television. Efforts to provide the best service to lecturers have been carried out by the university through the Institute for Quality Assurance and Teaching Development by always immediately restoring uncomfortable situations when lecturers come to check or fix problematic workloads, this is evident in the responses given.

These findings also support the theory put forward by Gronross in Tjiptono (2023) and Parasuraman, Zeithaml, and Barry (2025) in Tjiptono (2023), which states that one dimension of service quality is restoring relationships with customers and understanding customers, both of which influence customer satisfaction. These findings also support the findings of previous researchers, namely Afandi (2024), Fajar (2024), and Suprpto (2023).

The Influence of Reputation and Credibility on Lecturer Satisfaction.

Based on The results of statistical tests on reputation and credibility are also important aspects that lecturers pay attention to when assessing the quality of an institution's services. This is in accordance with Gronross' theory in Tjiptono (2003), which makes reputation and credibility one of the dimensions of service quality. This means that if an institution's reputation and credibility are high, it means the quality of service provided to its lecturers is also good, thus providing satisfaction to lecturers. Therefore, the results of the study showing that reputation and credibility influence lecturer satisfaction, as indicated by a probability

value (p-value) of $0.002 < 0.05$ (probability alpha), are in accordance with existing theoretical concepts, so this finding supports the existing theory. This finding also supports previous research conducted by Afandi (2024) which refers to Gronross' theory in Tjiptono (2023) and Gunaratne and Carswell (2024) which states that expectations and perceptions influence service quality.

5. Conclusion

Based on the results and discussions that have been described, several things can be concluded related to this research:

1. There is a significant influence of the variables of professionalism and employee skills on the satisfaction of lecturers at Pattimura University, Ambon.
2. There is a significant influence of employee attitude and behavior variables on the satisfaction of lecturers at Pattimura University, Ambon.
3. There is a significant influence of the variables of ease of access and flexibility on the satisfaction of lecturers at Pattimura University, Ambon.
4. There is a significant influence of the reliability and trustworthiness variables on the satisfaction of lecturers at Pattimura University, Ambon.
5. There is a significant influence of the recovery variable on the satisfaction of lecturers at Pattimura University, Ambon.
6. There is a significant influence of reputation and credibility variables on the satisfaction of lecturers at Pattimura University, Ambon.

Suggestion

This research needs to be conducted so that students as service users can obtain the best service and can also be used as evaluation material for Pattimura University to continuously improve its services in the world of education. Pattimura University Ambon is the only State University in Maluku Province so that it can become a role model for future services.

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