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How Service Quality Dimensions of Lecturers Motivates University Students

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Abstract:

This study aims at determining the effect of lecturers' service quality variables on students' motivation in a private university in Indonesia. Reaching students' motivation for learning is a serious objective in higher education. This study, using survey method for data collection, employed quantitative method in examining the hypotheses. Five SERVQUAL dimensions are used to measure their relationship with students' motivation by using Pearson Correlation Analysis and total of 263 students are chosen as sample. The dimensions of SERVQUAL become the independent variables for measuring the impact to students' motivation by using Multiple Regression Analysis. The findings show that Assurance variable confirms a positive relationship ($r = .273, p < 0.01$) and Empathy is also a variable that is positively correlated ($r = .353, p < 0.01$) with students' motivation. There is only 1 variable of lecturers SERVQUAL that is significant to students motivation; namely Empathy variable (.027).

Keywords: Lecturers' service quality, students' motivation, relationship, impact

1. Introduction

Theoretically, higher education has a purpose to educate students with basic sciences and adequate expertise which help them to face the real world. In some universities, students are required to follow some programs in the form of their field, experience, practical work, or internships.

Moreover, higher education should provide good service quality for students so that they become professionals in their fields. Quality of services provided by higher education, therefore, must include, for example: comprehensive and in-depth classes, experienced and professional teaching staff, and caring and sincere teaching staff in delivering materials.

The improvement of quality of teaching and learning process for every course in Faculty of Economics and Business (FEB), Perbanas Institute-Jakarta, has become imperative. One of the courses, that must be enhanced, is English. Perbanas Institute, backed up by Indonesia National Banks (Perbanas), declared that "Perbanas Institute can be a leading banking institution in Asia at the 5 highest ranking for Asian banker center of excellence in 2019". As a consequence of the Vision and Mission of Perbanas Institute in 2019, graduates ought to be professional both in their fields and able to communicate in English.

In Faculty of Economics and Business (FEB), English subject that is obligatory, is given in 3 semesters. Students must join English for Economics in the first semester, English for Business in the second semester, and English for Professional Purposes in the third semester. This research will investigate the students taking English for Economics in the Academic Year 2016/2017. In this academic year there were 895 students. In one class, there were not only freshmen but also repeaters. This can be shown on Table 1 that there were 63 students or 23.95% of the respondents out of 263 students repeating English for Economics in that academic year.

Number of Students	Time of English For Taking English For	Number of Students	%	Total Sum of Repeaters of English for Economics
1-200	1 Time	200	76.06	63 Students= 23.95% Note: Including 9 Students Who Still Got D And E Have To Repeat The Subject.
201-251	2 Time	51	19.39	
252-260	3 Time	8	3.42	
361-263	4 Time	3	1.14	
		263 Students	100%	

Table 1: The Frequency of Students in Taking English for Economics in the Odd Semester Academic Year 2016/2017

Some students expressed various reasons why they repeated English for Economics course in the first semester, even 1.14% of the respondents did the course for 4 times. One thing worth noted is the performance of the lecturers. From the data, some of the lecturers were considered very fast or boring in delivering the materials, some did

not give the feedback of the students' weekly-tasks and the mid-term answer sheets, some of them have attitudes that made some students uncomfortable, and some lecturers were judged that their physical appearances are unattractive..

The situation above was exacerbated by the different backgrounds of the English for Economics lecturers. They are different in terms of gender, age, educational level, and lecturer national rank. In the Odd Semester Academic Year 2016/2017, Perbanas Institute had 13 lecturers who can be classified as follows:

Variables		FT/PT		N	%
Gender	Male	FT	3		
		PT	4	7	53.85
	Female	FT	2		
		PT	4	6	46.15
Age	≥ 56 years	FT	1		
		PT	2	3	23.077
	51 – 55	FT	1		
		PT	0	1	7.692
	36-40	FT	3		
		PT	3	6	46.154
	35 years ≤	FT	0		
PT		3	3	23.077	
Educational Level	S2	FT		3	23.077
		PT		8	61.539
	SI	FT		2	15.385
Lecturer National Rank	Lector	FT	1		
		PT	1	2	15.385
Asisten Ahli (Associate Lecturer)		FT	4		
		PT	1	5	38.461
No Rank		PT	6	6F	46.154

Table 2: English for Economics Lecturers' Background in Odd Semester Academic Year 2016/2017
(FT = Full Time; PT = Part Time)

These facts influenced the classes taught by part time lecturers (60%) who actually had their main job outside Perbanas Institute. Most of them also found complicated problems because they faced around 40 new students in a class with no entrance English test in their classes. Based on the university policy, English full time lecturers (40%) could only teach maximum 4 classes in a semester compared their colleagues or part timers who had minimum 5 classes per week.

Therefore Gupta & Kaushik (2018) suggested that higher education should strive to attain excellence in service quality in serving students. Unfortunately not all evaluation systems are suitable and can be adopted to measure the service quality (SERVQUAL) of teaching in higher education. This study will help the faculty to find the right teaching SERVQUAL through the eyes of students and how the quality of these services can motivate students to learn. Thus, the objective of this study is to propose research for SERVQUAL in the lecturer's performance in higher education by measuring the relationship of SERVQUAL model to the motivation of the students, and to use the data collected to suggest improvements in SERVQUAL for teaching and learning process.

Lewis & Booms in Tjiptono & Chandra (2005) and Yousapronpaiboon (2014) defines quality of service as a tool to measure how good the level of service that can be given in accordance with customer expectations, in this research the students. Based on this definition, the quality of services can be achieved through the fulfillment of customer needs and desires as well as the accuracy of delivery to keep pace with customer expectations. So, according to Parasuraman et al. in Malik (2012) there are two main factors that influence the quality of services, that is, services which are expected (expected service) and services perceived/perceived (perceived service).

Parasuraman et al. (1988) in Saghier and Nathan (2013) identified there are five dimensions of SERVQUAL. Moreover, Cuthbert (1986) in Tailab (2014) implemented these dimensions into teaching and learning situation:

- Physical evidence (tangibles) regards to the appeal of physical facilities, equipment, and materials used, as well as employee performance. In the process of teaching and learning, tangible variable measures the use of learning strategies, the use of learning media/learning tools, the use of understandable language, the clarity of voice, and the performance of the lecturer.
- Reliability, relating to the business institution's ability to provide accurate service since it is firstly served without making any mistakes and to deliver the service in accordance with the agreed time. SERVQUAL in reliability dimension includes how lecturers explains the lecture system, rules, learning contracts, references, and a system of evaluation, and tasks on the first meeting.

- Responsiveness regards to the willingness and ability of employees to assist customers. Teaching and learning process involves lecturers to respond to their students in different ways, for example: lecturers must be able to alert in answering questions from students, to generate students' interest and enthusiasm in learning in or outside the classroom, etc.
- Assurance is related to the behavior of the employees to grow the customers' confidence in the institution and the institution can create a sense of secure for customers. In the education, lecturers have to return students' homework, mid-test, and quizzes answer sheets. Lecturers have to make a standard assessment, by announcing exam scores (mid-term test or UTS and final test or UAS) timely, and informing as well as giving consultation if there are some problems with the students' grades and learning difficulties.
- Empathy means institutions understanding the problems of its customers and acts in the interest of the customer, and provides personal attention to customers and has convenient hours of operation. SERVQUAL that can be given by lecturers in empathy variable related to their attention students' progress, to have willingness to help students if there are problems, to give praise to students who answer questions properly, to provide feedback, and to recognize their students.

Measuring the quality of services in SERVQUAL models is based on multi-item scale designed to measure customer expectations and perceptions, as well as the gap between them in five main dimensions of the quality of those services. SERVQUAL Zeithaml, et al. in Tjiptono & Chandra (2007) stated score for each question and each customer can be calculated by the following formula:

$$\text{Serv Qual Score} = \text{Perceived Score} - \text{Expected Score}$$

There is also a formula (Besterfield in Krishnaswamy, 2010):

$$\text{Quality (Q)} = \frac{\text{Perception (P)}}{\text{Expectation (E)}}$$

Gage & Berliner (1984) in Hermayawati (2010) quoted that there are two types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is an urge to do something without coercion (reinforcement) and gifts (rewards) of anyone. Extrinsic motivation is an urge to do something depending on rewards or outside influences. Intrinsic motivation is usually associated with an activity for the inherent pleasure and enjoyment rather than external consequences. However, according to Ryan and Deci in Hsuan-Yau Tony Lai (2013), intrinsic or extrinsic motivation can be described as a process of behavior changes. Both motivations are interrelated. However, they believe that human motivation can progress through several stages of successive stages or may be able to "move back and forth".

It can be inferred from the idea of Othman & Shuqair (2013) lecturers can modify learning tasks, instructional methods, and motivation. This idea may lead and accommodate the classroom environment to be more encouraging, and interesting. It means that the teaching and learning process of second language learning can be more successful. Hill (2014) added that the students, who are satisfied with one of the learning strategies and lecturers' performance or feedback, are then motivated.

Hsiang-Yung Feng, et al. (2013) stated that motivation can be stated as satisfaction or satisfaction can be identified as motivation. According to them these are the impacts of the processes which have taken place during the teaching and learning sessions participated by the students. Giese and Cote (2002) showed customer's satisfaction as the emotional response to the evaluation of the affairs of consuming a product or receiving a service. The quality of teaching and learning is associated with the students' satisfaction. Likewise, Richardson (2005) stated that there was a relationship between the learning quality and students' perception of the teaching quality. Henning et al. (2001) in Suarman, Aziz, & Yasin (2013) discovered that the quality of teaching and students' emotional commitment to the institution were important to maintain the students' loyalty. Saepudin & Marlina (2013) investigated the relationship between the students' perception of the quality of teaching, learning and their satisfaction. In the current study, the researchers also sought to determine to what extent the students' perception of the quality of teaching and learning contribute to their satisfaction with the university. Suarman (2015) proposed that there are five items of overall students' satisfaction which comprise the quality of the facilities, quality of the learning process, quality of service, quality of curriculum, and quality of instructional design.

The idea of motivation is supported by Udvari-Solner, Villa, & Thousand (2005) in Bahous (2011) and Nyavon (2017). They stated that lecturers should define and give corrective feedback as part of teaching strategies in addition to design teaching and learning process that can increase and motivate the meaningful participation of all students in the classroom.

Yu-Je Lee, Chia-Hui Chao & Ching-Yaw Chen (2011) stated that English learning in the classroom is important and will affect the learning outcomes. There are three elements in the quality of the learning process, namely: the level of participation and the types of learning activities internalized by the students, the role of faculty in teaching and learning, and the atmosphere of the learning process. Joni in Purwanta (2012) stated that a high level of student participation in learning activities will be achieved if they have the opportunity to perform the process directly.

Costa, Laborda & García (2014) expressed that a lecturer must master a lesson, more specifically on the selection of learning objectives and teaching methods. In this case the lecturer should actively motivate students to learn, to work with students individually or in groups to select and acquire experiential learning, monitor student progress, diagnose difficulties and remedial organizing, designing evaluation instruments, provide encouragement and courage, as well as supervise student work.

Nikitina (2011) and Agbatogun (2013) expressed that lecturers have an important role relating to assumptions about language and language learning at the level of the approach. The majority of the application of the method depends entirely to the lecturers as the source of knowledge and guidance, catalyst, consultants, counselors, and learning models and developers who make interactional patterns between faculty and students. The level of influence in the process of teaching and learning provides lecturers different roles as a processor, performer, initiator, and a problem solver.

According to Gerjets & Hesse (2004) a good learning material is realistic, related (relevant), interesting (interesting), has the power (powerful), and is right (appropriate). Learning materials and students individual behavior will enhance the students' English skills which will be supported by the learning approaches and the nature of the lecturer.

Shanghais Yan (2012) mentioned that Ehrman described teacher's role as "If the classroom is a stage in a theater, and students are actors, what is a teacher?" Considering that teachers are people who make decision in the classroom, it is clear that the implementation of a curriculum. According to Uztosuni & Troudi (2015) and Yengin, et.al. (2012) how a teacher uses learning strategies and delivers materials depends on the teacher. A lecturer is like a person in a theater who has many functions. Wringt (1991) in Shanghais Yan (2012) classified the role of a teacher can be as manager, resource provider, guide, evaluator, and organizer. Richards and Rodgers (1986) in Ding Huijie (2012) said that teachers act as the models of language, the lesson planners, the controllers of learner practice and the assessors of learner's performance, the organizers in the teaching program in terms of knowledge of grammar, the planners of the course who prepare the materials and decide what and how learners ought to learn.

Lecturers, controlling the whole performance, are definitely the center of teaching. In a learner-centered, communicative and autonomous class, the teacher should shift the role from teacher-centered to the learner-centered mode.

Based on the literature review above, it can be summarized that there are relationships between SERVQUAL dimensions of the lecturers' performance and motivation of the students.

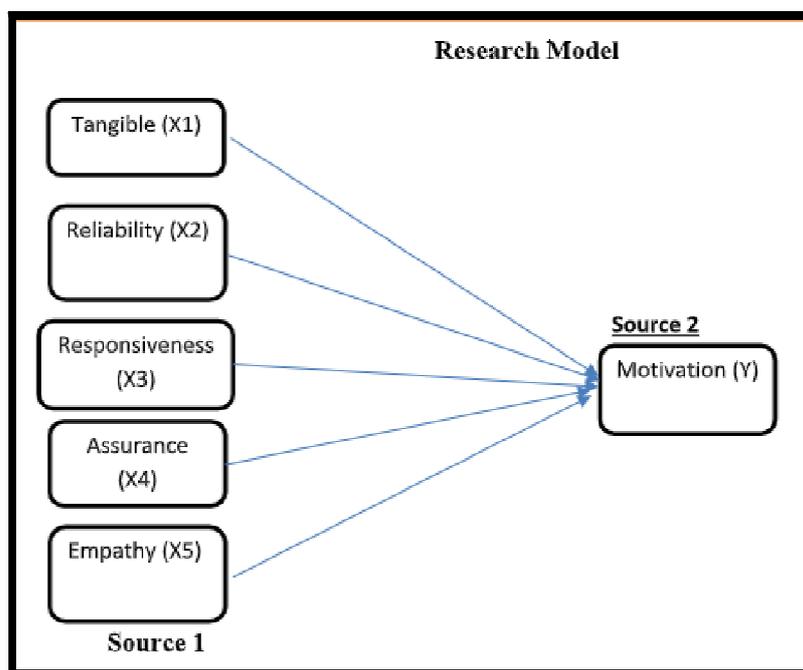


Figure 1: Research Model

Source 1: Parasuraman, Et Al. (1988) In Saghier and Nathan (2013) and Cuthbert (1986) In Tailab (2014)

Source 2: Chen, S.A. (2000) in Hsuan-Yau Tony Lai (2013)

Ahmed et.al in Khan, Ahmed & Nawaz (2011) tended to apply the idea of SERVQUAL for education world as same as that of in other industries of service. Parasuraman's SERVQUAL had been used and proved as suited to the circumstances in the world of education. The dimensions of tangibility, Reliability, Responsiveness, Assurance, and Empathy also were analyzed by Yeo (2008) in Ibrahim, Rahman, & Yasinwho (2012) mentioned that responsiveness from the students made the result of fear as they responded unpleasant and got feedback from the lecturer. Rasli,

Shekarchizadeh, & Iqbal (2012) mentioned different environment could decrease the students' motivation and satisfaction to study.

This study assumed that the students were more motivated if they have a better quality of service in the teaching-learning-process. Actually student motivation is affected by many variables such as campus facilities, university staff, and lecturers' performances. Yeo (2008) in Ibrahim, Rahman, & Yasinwho (2012) stated in the world of education, lecturers consider students as their customers; therefore lecturers should perform good interaction with the students so that it results expected motivation to learn from the students being taught. The following hypotheses are based on the available literature:

- H1: Tangible has a positive relation with student motivation
- H2: Reliability has a positive relation with student motivation
- H3: Responsiveness has a positive relation with student motivation
- H4: Assurance has a positive relation with student motivation
- H5: Empathy has a positive relation with student motivation

2. Methodology

Quantitative data analysis was employed to analyze the survey questionnaire. Using statistical methods, the results of quantitative analysis can confirm hypotheses about the relationship between service quality of lecturer variables and the student motivation variable. All data obtained from the questionnaires were processed by using Statistical Package for Social Science Version 24.0 (SPSS Ver. 24.0).

The demographic information includes the following participants; gender, position of semester, names of lecturers, scores of students' English for Economics, and the frequency of taking English for Economics. The demographics information shown in Table 3 is based on frequency distributions and percentage.

The questionnaires distributed were 300 sets and 263 sets returned were good to be processed. From the 263 respondents in this study, 148 (56.274%) were female and 115 (43.726%) were male. In terms of the students' semester position, the majority of the respondents were in the second semester (63.878%). The students who were taught by full time lecturers were 51.331% whereas 48.669% were taught by part time lecturers. Most of the respondents' scores when they took English for Economics were from A to C (94.297%).

Variables		N	%
Gender	Male	115	43.726
	Female	148	56.274
Semester Position During the Survey	Semester 2	168	63.878
	Semester 4	41	15.589
	Semester 6	25	9.506
	Semester 8	20	7.605
	Semester 10	9	3.422
Lecturers & Students Taught	Part Time	148	48.669
	Full Time	135	51.331
Students' Scores	A	20	7.605
	A-	27	10.266
	B+	39	14.829
	B	67	25.475
	B-	30	11.407
	C+	30	11.407
	C	35	13.308
	C-	4	1.521
	D	5	1.901
	E	6	2.281

Table 3: Demographic Data of the Sample (N = 263)

The study questionnaire consists of 3 parts. The first part is demographic characteristics of the respondents, such as gender, the student's today-semester-position, the lecturers in the Odd Semester 2016/2017, the student scores, and the frequency of taking English for Economics. In the second part, the SERVQUAL questions were used to assess the students' perceptions of their lecturers' SERVQUAL during the process of teaching and learning English. The questionnaire included 25 items representing 5 of the five SERVQUAL dimensions: tangible (5 items), reliability (5 items), responsiveness (5 items), assurance (5 items), and empathy (5 items). The scale was translated into Indonesian and back-translated into English from Parasuraman et.al (1998) and Uyulgan & Akkuzu (2014). This instrument was on 5 point likert scale to see the more realistic response of the respondents' regarding quality of service offered by their lecturers.

The third part of the questionnaire was related to the students' motivation which was adapted from Chen (2010) in Hsuan-Yau Tony Lai (2013). She had explored senior high school students' English learning motivation in Taiwan. There were 12 items which consist of the students' motivation in having responsibility, risk consideration, feedback management, innovative creation, time completion management, and desire to be the best.

After distributing the questionnaire to 30 respondents using r Product Moment – r table with Significant Degree 5% = 0.361 for having reliability and validity of the questionnaire, there were some items that were deleted. They were for the second part is: Tangible variable for item number 5 and Empathy variable for item number 5. For the third part, items number 3 and 4 were also unreliable and not valid if they were used. The third part consists of questions for students' self-assessment.

High response rate may be due to distribution of survey forms during lecture time and collected back by their respective lecturers after end of their lecture.

3. Data Analysis and Discussion

In this research, the formula used to determine the number of samples taken is Slovin (Sekaran, 2009): $n = N / (1 + Ne^2)$. Hence, based on the population of Perbanas Institute (Jakarta) of 895 students, the sampling size should be at least 90 students. A total of 300 questionnaires were distributed to the students through stratified sampling method. A total of 37 questionnaires were rejected, resulted in 263 respondents as the final data set. This represented a response rate of 87.67%, as students returned and answered the questionnaire correctly. There is a high response rate that may be due to distribution of survey forms because it was during lecture time and collected back by their respective lecturers after end of their lecture.

Variable	Cronbach's Alpha	N of Items
Tangible	.912	4
Reliability	.884	5
Responsiveness	.863	5
Assurance	.902	5
Empathy	.802	4
Motivation	.817	10

Table 4: Reliability of Each Variable

As depicted in Table 4, for each variable, namely lecturers service quality variables: Tangible, Reliability, Responsiveness, Assurance, and Empathy, and students motivation, all six record Cronbach's Alpha of more than 0.7, 0.912, 0.884, 0.863, 0.902, 0.802, and 0.817 respectively. Therefore, the instrument has good internal consistency and deemed as reliable.

In order to identify the relationship between the lecturers SERVQUAL and student's motivation, all five independent variables are combined together to test the possible relationship by using Pearson Correlation Analysis, one of the most commonly used bivariate relationship techniques.

		Correlations					
		X1_TAN1_TAN4	X2_REL1_REL5	X3_RES1_RES5	X4_ASS1_ASS5	X5_EMP1_EMP5	Y_MOT1256789012
X1_TAN1_TAN4	Pearson Correlation	1	.716**	.765**	.639**	.676**	.284**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	263	263	263	263	263	263
X2_REL1_REL5	Pearson Correlation	.716**	1	.693**	.669**	.699**	.267**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	263	263	263	263	263	263
X3_RES1_RES5	Pearson Correlation	.765**	.693**	1	.735**	.773**	.347**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	263	263	263	263	263	263
X4_ASS1_ASS5	Pearson Correlation	.639**	.669**	.735**	1	.720**	.273**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	263	263	263	263	263	263
X5_EMP1_EMP5	Pearson Correlation	.676**	.699**	.773**	.720**	1	.353**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	263	263	263	263	263	263
Y_MOT1256789012	Pearson Correlation	.284**	.267**	.347**	.273**	.353**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	263	263	263	263	263	263

Table 5: Relationships between Lecturers' Service Quality Variables and Students Motivation

** Correlation Is Significant at the 0.01 Level (2-Tailed)

From table 5, it can be inferred that Tangible is positively correlated ($r = .284, p < 0.01$) with student's motivation, but the relationship is slight. Hence it is one of the significant factors in influencing student's motivation. This has been supported by Taylor & Parsons (2011) that in order for students to have better motivation, lecturers should make use of tangible indicators, such as: attractive learning strategies; interesting learning media/learning tools; etc.

Apart from this, Reliability variable is also positively correlated ($r = .267, p < 0.01$) with student's motivation. This is due to the fact that it is one of the most essential parts that lecturer can explain and present the materials in the class. A lecturer has important role in the class. A lecturer should be able to explain lecture system, rules, learning contracts, references, a system of evaluation, and tasks on the first meeting; etc. Choi Sang Long, Zaiton, Ibrahim & Tan Owee Kowang (2014) stated all of them can intrinsically give the students clear and better understanding on the learning materials which leads to one being motivated.

Responsiveness variable records a positive relationship ($r = .347, p < 0.01$) with student's motivation. Talebinejad & Matou (2012) discovered inherently that lecturers teaching quality and their service to their students have related to the students motivation. Lecturers should be aware to answer questions from their students.

Assurance variable confirms a positive relationship ($r = .273, p < 0.01$) with student's motivation. Student performance assessment and feedback are important elements in the learning cycle, and both are central understanding of how learning outcomes are achieved. Wilson (2012) integrally stated that student performance assessment and their feedback are important elements in the learning cycle, and both are central understanding of how learning outcomes are achieved. Yu-Je Lee, Chia-Hui Chao & Ching-Yaw Chen (2011) stated that the assessment of homework, quizzes, assignments and test makes lecturers know more their students and learning progress.

Empathy is positively correlated ($r = .353, p < 0.01$). Furrer, Skinner, & Pitzer (2014) mentioned that the quality of students' relationships with teachers and peers is a fundamental substrate for the development of academic engagement and achievement.

Multiple Regression is a technique that is used to study the relationship between an outcome variable and a set of explanatory or dependent variable, and is usually implemented when the dependent variable is measured on a continuous scale. Multiple regression also allows defining the overall model fit and the relative contribution of each predictor to the total variance explained. Findings using multiple regression are as described in Table 6 and Table 7.

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig
.372	.139	.122	.47033	8.279	.000

Table 6: Relationship between Lecturers Service Quality and Students Motivation (Model Summary)

Table 6 indicates the relationship between lecturers SERVQUAL and students motivation in FEB, Perbanas Institute, Jakarta. From the table, the R Square value is .139 (13.9%), meaning that lecturers SERVQUAL variables are an essential factor in determining students motivation, but specifically it tells that the lower the lecturers SERVQUAL the lower the students motivation.

As for the F-value, it records a value of 8.279, and it is significant at $p = .000$. Since the F-value exceeds 4 and the significance value is lower than .05, this provides a clear evidence of existence of a linear relationship between lecturers SERVQUAL and students' motivation.

Moving on to Table 7, the impact and relationship of each variable of lecturers SERVQUAL variables on students motivation are as presented.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.891	.158		18.309	.000
	X1_TAN123 4	.008	.066	.011	.115	.908
	X2_REL123 45	-.010	.068	-.014	-.150	.881
	X3_RES1234 5	.128	.073	.197	1.756	.080
	X4_ASS1234 5	-.020	.060	-.032	-.337	.736
	X5_EMP123 4	.035	.016	.225	2.218	.027

Table 7: Impact of Lecturers Service Quality on Students Motivation
Dependent Variable: Y_MOT1256789101112 Students Motivation

The t-test for the Beta coefficient is a test of relationship between the dependent variable and a specific dependent variable, and for this case, between lecturers SERVQUAL and students' motivation. The null hypothesis for this test is B=0, showing that there is no relationship should the B-value is 0.

A beta coefficient is also used to explain the direction of the relationship between the independent and dependent variable. If the sign of the coefficient is positive, the relationship between the variables is direct; scores on the two variables change in the same direction. If the sign of the coefficient is negative, the relationship is inverse; it means that increases in one variable correspond to decreases in the other variable. There is another way to interpret the Beta coefficient is that it signifies the amount of alteration in the dependent variable for a one unit change in the independent variable. Table 7, it shows that there are 3 Beta values which have positive signs, they are X1_TAN1234 (Tangible variable), X3_RES12345 (Responsiveness variable), and X5_EMP1234 (Empathy variable). This expresses that the relationship between independent variables (Tangible variable, Responsiveness variable, and Empathy variable) and dependent variable is direct and it moves in the same direction. On the other hand the relationship between independent variables (Reliability variable and Assurance variable) and dependent variable is not direct. The relationship is inverse. The lecturers SERVQUAL variables (Tangible variable, Responsiveness variable, and Empathy variable) have low impact or influence on the students' motivation because their Beta values are far from 1.000. Moreover, there are two variables of lecturers SERVQUAL (Reliability variable and Assurance variable) that have negative Beta values. A negative beta coefficient means that a 1 unit positive standard deviation change in Reliability variable or Assurance variable) is expected to result in a negative beta coefficient change in students motivation. So if beta value is -.014, a 1 unit standard deviation change in Reliability variable is expected to result in a -.014 standard deviation change in students' motivation.

In determining the significance level of the independent variables shown in Table 7, the significance value has to be lower than 0.05 to be termed as significant. Based on the table, there is 1 variable of lecturers SERVQUAL that is significant to students motivation; namely Empathy variable (.027). In the majority of analyses, an alpha of 0.05 is used as the cutoff for significance. If the p-value is less than 0.05, the null hypothesis is rejected because there's no difference between the means and it can be concluded that a significant difference does exist. On the other hand, if the p-value is larger than 0.05, it can be concluded that a significant difference exists or over 0.05, it is not significant. The lecturers SERVQUAL variables that are not significant to students' motivation are Tangible (.908), Reliability (.881), Responsiveness (.080), and Assurance (.736).

4. Conclusion

From all of the analyses, it can be concluded that relationship between lecturers and students is essential. The independent variables (lecturer SERVQUAL) show that level of closeness of each independent variable on the dependent variable (student motivation) is weak. Hence, strong emphasis should be provided by the university management to increase and improve the levels of all factors. Lecturers may also improve their skills and self-management regarding knowledge of English materials and ability to teach. Moreover, lecturers should be able to understand the various natures of students and involve them in any kind of ways of relationship. The ways can be by asking the students in groups for having a personal consultation time. The students work can be a group work by uploading a conversation among them in internet by using YouTube. From the students' side, they have to possess more intrinsic motivation if they want to get involved with the learning process and enhance their skills and knowledge in the course.

Variables aside, in the context of demographic background of students in FEB, Perbanas Institute, the management may classify the respondents in terms of levels of English, grade point average, TOEFL score, etc. Providing a better respondent detail influences the teaching and learning process. The involvement can go with the idea of forming students' cognitive development, as well as their aptitude. All of these involvements could be interpreted in a better performance both lecturers and students in class, outside class, and during tests. Future researchers can also look at lecturer's motivation in place of lecturers SERVQUAL, and its relationship with the students' performance or students' satisfaction.

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