

## Reframing Pancasila Learning as Public Service Delivery: Evidence from Student-Oriented Higher Education Governance at Pontianak State Polytechnic

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### Abstract

The transformation of higher education governance in Indonesia requires universities to deliver student-centred educational services that emphasise both academic excellence and meaningful learning experiences. Pancasila courses, as part of the compulsory national curriculum mandated in Indonesian higher education, play a strategic role in fostering civic values, national identity, and character development while simultaneously functioning as educational public services. However, empirical studies examining the quality of Pancasila learning services from a higher education governance perspective remain limited, particularly in vocational higher education institutions. This study aims to analyse the quality of Pancasila learning services at Pontianak State Polytechnic from students' perspectives. This study employed a quantitative, descriptive research design with 80 students from eight academic departments, selected through proportional representation. Data were collected through a SERVQUAL-based questionnaire encompassing five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Descriptive statistical analysis was utilised to interpret students' perceptions of learning service quality. The findings show that students perceive the overall quality of Pancasila learning services positively, identifying empathy as the most prominent dimension, followed by responsiveness, assurance, reliability, and tangibles. The findings show that relational dimensions, especially lecturer-student interaction, responsiveness, and sympathetic engagement, contribute more considerably to perceived service quality than physical facilities. These outcomes support the perspective that educational service quality is co-produced through the interactions between lecturers, as service providers, and students, as active service users. This study adds to public management theory by repositioning Pancasila learning from a traditional knowledge-transmission model toward a student-oriented educational paradigm for public service delivery. From a governance perspective, the findings highlight the need for higher education institutions to strengthen accountability, responsiveness, student participation

mechanisms, and continuous quality assurance systems, as part of broader higher education governance reforms. The study shows that Pancasila education should be viewed not solely as a regulatory obligation but as a strategic instrument to advance student-oriented governance and improve public service performance in vocational higher education institutions.

**Keywords:** Academic Social Capital, Pancasila learning; service quality; student-oriented higher education governance; vocational higher education; SERVQUAL.

## INTRODUCTION

The transformation of higher education governance in the 21st century has shifted the paradigm of education delivery from an institution-centred approach to a student-centred one (Clemons & Jance, 2024). This shift positions students no longer merely as recipients of educational services but as primary stakeholders whose learning experiences serve as a key indicator in determining the quality of a higher education institution (De-Juan-Vigaray et al., 2024). This paradigm shift also encourages higher education institutions to adopt a public service approach that is more responsive, adaptive, and oriented toward public value creation for all users of educational services.

From the perspective of modern public administration, higher education is no longer viewed solely as an academic institution but also as a public service organisation that is expected to provide high-quality services to the public (Gürbüzer & Acuner, 2025). Higher education institutions are required to develop educational governance capable of sustainably integrating organisational resources, faculty competencies, service systems, and student needs (Ayub & Martins, 2019; Clemons & Jance, 2024; Sriwiyanti et al., 2022). Thus, the quality of educational services is a key determinant of student satisfaction, loyalty, and academic success (Dangaiso & Tsvere, 2025).

This development has also taken place in Indonesia. The reform of the higher education system through Law No. 12 of 2012 on Higher Education has brought about various fundamental changes in the administration of national higher education. One of the strategic changes stipulated in Article 35, paragraph (3), is the reinstatement of the Pancasila course as part of the mandatory higher education curriculum. This policy complements other required courses that had already been in place, namely Religious Education, Civic Education, and Indonesian Language.

These four courses are grouped under the Mandatory Curriculum Courses (MKWK), which play a strategic role in shaping the character, national identity, critical thinking skills, and civic competencies of Indonesian students. Substantively, the Pancasila course holds a very important position because it serves as an instrument for fostering citizens of good character who are democratic, possess integrity, and are

committed to national values.

From a public management perspective, the implementation of Mandatory Curriculum Courses (MKWK) represents not merely an academic obligation but also a form of public policy implementation within higher education institutions. Although national regulations establish clear objectives for Pancasila education, translating these policy goals into meaningful learning experiences remains a significant governance challenge. Higher education institutions are required to align curriculum standards, lecturer competencies, learning resources, and student needs while maintaining accountability for educational outcomes. Variations in institutional capacity, instructional quality, resource availability, and student engagement may create implementation gaps between policy intentions and actual service delivery. Consequently, evaluating the quality of Pancasila learning services is important not only for assessing instructional effectiveness but also for understanding how higher education institutions implement educational public policy through student-oriented service delivery mechanisms.

Nevertheless, the challenges of teaching Pancasila in the era of modern higher education are becoming increasingly complex. Changes in the characteristics of students from the digital generation, advancements in information technology, and rising student expectations regarding the learning experience demand innovation in the delivery of Pancasila education. Today's students no longer merely demand mastery of the subject matter but also expect excellent service quality throughout the learning process (Bartolo & Tinmaz, 2024).

The concept of service quality in higher education has undergone significant development over the past decade. Whereas educational quality was previously measured primarily through academic achievements and learning outcomes, current indicators of educational quality also include the student learning experience, student satisfaction, and the quality of academic interactions between students and the institution (De-Juan-Vigaray et al., 2024; Dugenio-Nadela et al., 2023). This shift indicates that students are not merely learners but also users of educational services, with the right to receive high-quality services.

Various international studies show that the quality of educational services is closely linked to students' academic success. Dangaiso & Tsvere (2025) found that the quality of higher education services positively affects students' academic achievement. Research by Gloria et al. (2025) also indicates that the quality of educational infrastructure contributes to increased student satisfaction. On the other hand, Mireku et al. (2024) explain that student support services are a key factor in creating a high-quality learning experience in higher education institutions.

In addition to institutional factors, the quality of educational services is influenced

by educators' competence. Faculty competence is currently one of the key factors in improving the quality of learning in higher education (Angkotasari et al., 2019). Khanal et al. (2024) explain that faculty competence in pedagogical, content, and technological aspects contributes to improving the quality of learning. These findings are supported by Moreira et al. (2023), who demonstrate that faculty members' pedagogical competence is a key determinant of an effective learning environment.

In the Indonesian context, several studies also indicate a strong relationship between human resource competence and the quality of public services. Ardiansyah (2022) found that employee competence influences the quality of public services. Similarly, Maryen et al. (2025) show that competencies and infrastructure significantly influence the quality of service in public organisations. These findings demonstrate that service quality is a multidimensional product influenced by various organisational factors.

In the context of mandatory curriculum courses, research by As'ari et al. (2024) indicates that the quality of instruction in the Religion course at the Pontianak State Polytechnic has been satisfactory. However, empirical studies specifically evaluating the quality of teaching and learning services for the Pancasila course remain very limited. In fact, the Pancasila course has distinct characteristics compared to other courses, as it contains strong ideological, ethical, and civic dimensions.

The limitations of previous research indicate a research gap that needs to be addressed. Most previous studies have focused on general student satisfaction, faculty competence, or the overall quality of academic services. Studies that specifically examine the quality of Pancasila learning services from the perspective of higher education governance and public service are still relatively rare.

Furthermore, most existing research continues to employ a conventional administrative approach that treats students as mere recipients of services. In fact, the contemporary public administration paradigm positions students as strategic partners (co-creators) in the process of creating value in educational services (Gürbüz & Acuner, 2025). Thus, a more comprehensive approach is needed to understand how students perceive the quality of the learning services they receive.

One widely used approach to measuring service quality is the SERVQUAL model developed by Parasuraman et al (Jiménez-Guerrero et al., 2020). This model measures service quality based on five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Zervas & Stiakakis, 2024). The SERVQUAL model has been widely used in higher education research because it provides a comprehensive picture of service users' perceptions of the quality of service they receive (Bartolo & Tinmaz, 2024).

In this study, the SERVQUAL approach was chosen because it was deemed relevant for evaluating the quality of Pancasila education services at the Pontianak State

Polytechnic. As a state vocational institution, the Pontianak State Polytechnic has an educational philosophy that emphasises a balance between technical competencies and students' character development. Therefore, the quality of Pancasila education services is a key component in achieving holistic vocational education goals.

Preliminary research data indicate that the majority of students have a positive perception of the quality of Pancasila education services. A total of 90% of students fell into the “high” category, 7.5% into the “moderate” category, and 2.5% into the “low” category. These findings suggest that, in general, the quality of education services has been satisfactory. However, a more in-depth analysis is needed to identify the service dimensions that most significantly shape students' perceptions.

An analysis by dimension shows that empathy has the highest score, followed by responsiveness, assurance, reliability, and tangible evidence. This finding is interesting because it reveals a shift in the focus of educational service quality—from one originally dominated by infrastructure toward the quality of interpersonal relationships built between faculty and students.

These findings indicate that academic social capital is increasingly playing a crucial role in the delivery of modern higher education. Academic social capital refers to relational resources formed through trust, care, communication, fairness, and quality interactions between faculty and students (Mireku et al., 2024). Academic social capital serves as a crucial foundation for creating positive learning experiences for students.

Based on the above discussion, this study aims to analyse the quality of Pancasila learning services at the Pontianak State Polytechnic based on student perceptions using the SERVQUAL approach. Specifically, this study aims to identify the level of learning service quality, analyse the performance of each service dimension, and explain its implications for higher education governance.

This study offers three main contributions. First, a theoretical contribution in the form of repositioning Pancasila education from a knowledge-transfer paradigm toward an educational public service paradigm. Second, an empirical contribution in the form of providing evidence regarding the quality of Pancasila education services at vocational higher education institutions in Indonesia. Third, the practical contribution consists of policy recommendations for the management of mandatory curriculum courses that are more student-centred (student-centred governance) to improve the quality of higher education in Indonesia.

## **LITERATURE REVIEW AND HYPOTHESIS FORMULATION**

### **Educational Governance in Higher Education**

The transformation of global higher education has driven a paradigm shift in

university governance from a traditional administrative approach to a more collaborative, adaptive, and student-centred model. This shift has occurred in tandem with increasing demands for public accountability, the growing complexity of student needs, advancements in information technology, and global competition among higher education institutions (Clemons & Jance, 2024).

The concept of educational governance refers to the mechanisms, processes, and institutional relationships that govern how educational resources are managed to achieve educational goals effectively. Educational governance is not limited to administrative aspects but also involves decision-making processes, resource allocation, stakeholder coordination, and the creation of value in educational services for service users (Clemons & Jance, 2024).

In the context of modern higher education, students are positioned as key actors actively involved in creating quality educational services. Higher education institutions are no longer solely responsible for producing competent graduates but are also obligated to create a high-quality learning experience for students (student experience) (De-Juan-Vigaray et al., 2024).

This approach aligns with the contemporary public administration paradigm, which places service users at the centre of the entire public service process. This concept subsequently gave rise to the Public Service Logic approach—a paradigm that views service quality as the result of collaboration between service providers and service users (Gürbüz & Acuner, 2025). Within this framework, the quality of higher education services is determined not only by an institution's ability to provide facilities and infrastructure, but also by the quality of relationships among faculty, students, and educational organisations.

### **Educational Public Service Quality**

The concept of service quality has been a major topic in public administration, management, and higher education over the past few decades. Service quality is generally defined as an organisation's ability to meet or exceed the expectations of service users (Parasuraman et al., 1988). In the context of higher education, the meaning of service quality has expanded. Education is no longer viewed merely as a knowledge-transfer activity but as a form of public service oriented toward creating high-quality learning experiences for students (Bartolo & Tinmaz, 2024).

Dugenio-Nadela et al. (2023) explain that the quality of higher education services is a key determinant in shaping student satisfaction. The higher the quality of service provided by an institution, the greater the level of student satisfaction. These findings are supported by Dangaiso & Tsvere (2025), who found that the quality of higher education services is positively related to students' academic achievement. This paradigm shift

indicates that the quality of higher education is no longer measured solely by academic achievement but also by the learning experiences students gain throughout the educational process (De-Juan-Vigaray et al., 2024).

### **Co-Production and Public Service Delivery in Higher Education**

Contemporary public administration scholarship increasingly recognises that public service outcomes are not produced solely by service providers but are co-created through interactions between providers and users. Osborne & Strokosch (2013) argue that public services should be understood as collaborative processes in which value is jointly generated through the active engagement of both service providers and service users. This perspective is reflected in the concept of co-production, which emphasises citizens' involvement in the design, delivery, and evaluation of public services. Furthermore, Public Service Logic views value creation as an interactive process emerging from relationships and service experiences rather than from organisational outputs alone (Osborne et al., 2022). Consequently, the quality of public services depends not only on the provider's performance but also on the extent to which service users participate in creating value.

In higher education, students should not be viewed merely as inactive recipients of educational services. Instead, they function as active participants who contribute to learning outcomes through engagement, communication, feedback, and joint learning processes. Recent studies on co-creation in higher education demonstrate that student participation plays a critical function in shaping learning experiences and educational results (Zarandi et al., 2024). Likewise, lecturers act not only as instructors but also as frontline public service providers, facilitating knowledge creation, student development, and meaningful learning experiences. As a result, educational service quality emerges from continuous interactions between lecturers and students rather than from institutional resources alone (Goi et al., 2024)

This perspective questions traditional approaches that primarily evaluate educational quality based on physical facilities, infrastructure, or organisational inputs. While such resources remain important, contemporary higher education research suggests that relational dimensions such as trust, responsiveness, empathy, communication, engagement, and student participation exert a greater influence on perceived service quality than physical attributes alone (Cruz et al., 2024). In a co-creation environment, students are not external consumers of educational services but joint partners who actively contribute to value creation. Therefore, analysing Pancasila learning through a co-production perspective delivers a more comprehensive understanding of how educational public services generate value for students within a student-oriented governance framework.

The co-production perspective is particularly relevant in Pancasila education because the course's objectives go beyond cognitive learning outcomes to include value internalisation, character formation, civic engagement, and strengthening national identity. These outcomes cannot be achieved solely through one-way instructional delivery but require dialogue, reflection, participation, and joint interaction between lecturers and students. Through such interactions, students become active contributors to the educational process and co-creators of learning outcomes. Consequently, co-production is an essential element of educational public service delivery and provides an important governance perspective for understanding and improving the quality of Pancasila learning services in higher education institutions.

### **SERVQUAL as a Framework for Measuring Educational Service Quality**

One of the most widely used models for measuring service quality is SERVQUAL, developed by Parasuraman et al. (1988). This model measures service users' perceptions based on five key dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Zervas & Stiakakis, 2024). The SERVQUAL model is widely used in higher education because it can describe service quality in a multidimensional manner (Bartolo & Tinmaz, 2024).

#### **Tangibles**

Physical evidence refers to all aspects that students can directly observe, such as learning facilities, classrooms, digital resources, and the academic environment. Gloria et al. (2025) show that adequate educational infrastructure influences student satisfaction. A comfortable learning environment can enhance the effectiveness of the learning process. In this study, the physical evidence dimension was measured using three indicators, namely:

1. Availability of online learning facilities.
2. Comfort of learning spaces.
3. Functionality of air conditioning.

#### **Reliability**

Reliability refers to a faculty member's ability to provide instructional services consistently, accurately, and in accordance with established standards. In the education sector, reliability relates to a faculty member's ability to conduct the learning process professionally and responsibly (Kasirun et al., 2025). The indicators used include:

1. Consistency in enforcing instructional regulations.
2. Punctuality in providing instructional services.
3. Ability to present material in a responsible manner.

### **Responsiveness**

Responsiveness refers to a lecturer's ability to respond to students' needs during the learning process. Responsiveness is one of the key aspects in fostering high-quality academic interaction (Dugenio-Nadela et al., 2023). The indicators used are:

1. The lecturer's friendliness and politeness.
2. The lecturer's ability to explain course material.

### **Assurance**

This assurance relates to lecturers' ability to foster students' trust in the quality of instruction. Khanal et al. (2024) explain that lecturer competence is a key factor in building student trust. The indicators used include:

1. Lecturer professionalism.
2. Lecturers' commitment to serving students.

### **Empathy**

Empathy refers to a faculty member's ability to understand students' needs and provide personalised attention to each student. Empathy is a crucial dimension in shaping students' learning experiences (De-Juan-Vigaray et al., 2024). The indicators used include:

1. Faculty members' concern for students.
2. Fair treatment of students.

### **Academic Social Capital in Educational Services**

Studies on modern higher education indicate a shift in focus from physical capital to academic social capital. Academic social capital refers to interpersonal relationships built through trust, communication, care, fairness, and collaboration between faculty and students (Mireku et al., 2024).

This concept is becoming increasingly important because today's students value learning experiences more than physical facilities alone. Mireku et al. (2024) found that strong academic support improves the quality of students' learning experiences. These findings are also supported by Gürbüz & Acuner (2025) who explain that interactions between service providers and service users are a dominant factor in shaping the quality of educational services.

In the context of Pancasila education, academic social capital is highly relevant, as education is not only about the transfer of knowledge but also about the internalisation of values, character building, and the strengthening of national identity.

### **Research Gap**

Although research on the quality of higher education services has advanced

rapidly, several gaps remain that need to be addressed.

First, most previous studies have focused on the quality of higher education services in general (Dangaiso & Tsvere, 2025; Dugenio-Nadela et al., 2023). Second, research specifically examining Pancasila education remains very limited. Third, most studies still adopt a student satisfaction perspective and have not extensively utilised the perspective of educational governance. Fourth, research on Pancasila education at vocational colleges remains relatively scarce.

Therefore, this study aims to address these gaps by analysing the quality of Pancasila education services at the Pontianak State Polytechnic using the SERVQUAL approach.

### **Research Proposition (Hypothesis Formulation)**

Since this study employs a descriptive quantitative research design, it does not formulate hypotheses regarding the relationships among variables. Instead, this study uses research propositions as a framework for interpreting the findings.

#### **Proposition 1 (P1)**

The quality of Pancasila learning services at the Pontianak State Polytechnic, as perceived by students, is high.

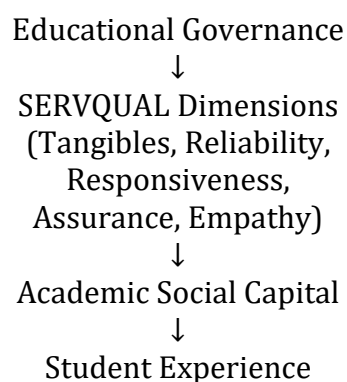
#### **Proposition 2 (P2)**

The relational dimensions (empathy, responsiveness, and assurance) contribute more to perceptions than the physical dimension (tangibles) in shaping the quality of Pancasila learning services.

#### **Proposition 3 (P3)**

The quality of interpersonal relationships between faculty and students constitutes academic social capital, which serves as the primary foundation for providing high-quality public educational services.

### **Conceptual Framework**





## Educational Public Service Quality

**RESEARCH METHODS**

This study employs a quantitative, descriptive research design to analyse the quality of Pancasila learning services at the Pontianak State Polytechnic. The quantitative approach was chosen because it allows researchers to objectively measure students' perceptions as users of educational services, while the descriptive design provides an empirical picture of the current state of learning service quality without testing causal relationships between variables (Mujib et al., 2022; Setiabudi & Alyani, 2025; Sugiyono, 2021).

Quantitative descriptive research is one of the most widely used approaches in higher education service evaluation because it can generate comprehensive information about institutional conditions based on service users' direct experiences (Creswell & Creswell, 2018; Mujib et al., 2016, 2024). From the perspective of higher education governance, descriptive research serves as an evaluation tool that can help educational institutions identify strengths, weaknesses, and areas requiring evidence-based improvement (Clemons & Jance, 2024).

This study was not designed to test relationships among variables but rather to assess the quality of Pancasila learning services based on students' perceptions of the course. Students are positioned as the primary users of educational services, with direct experience during the learning process. Therefore, student perceptions serve as an important source of information for evaluating the quality of higher education services (Bartolo & Tinmaz, 2024).

The evaluation framework used in this study adapts the SERVQUAL model developed by Parasuraman et al (Jiménez-Guerrero et al., 2020). This model was chosen because it is among the most widely used international instruments for measuring service quality across various sectors, including higher education. Furthermore, the SERVQUAL approach allows researchers to conduct a multidimensional evaluation of services, thereby providing a more comprehensive picture of the quality of Pancasila education at the Pontianak State Polytechnic (Dugenio-Nadela et al., 2023).

The study population consisted of students at the Pontianak State Polytechnic who had taken the Pancasila course. The study sample comprised 80 respondents from eight departments, with 10 students per department. The sample was distributed proportionally to ensure a balanced representation of the various academic fields at Pontianak State Polytechnic. This representative approach is crucial for minimising disciplinary bias in the evaluation of educational service quality (Cohen et al., 2018). Table 1 presents the distribution of the study's respondents.

Table 1. Distribution of Respondents by Major

No	Major	Number	Percentage (%)
1	Civil Engineering	10	12,5
2	Mechanical Engineering	10	12,5
3	Electrical Engineering	10	12,5
4	Accounting	10	12,5
5	Business Administration	10	12,5
6	Agricultural Technology	10	12,5
7	Marine Science and Fisheries	10	12,5
8	Architecture	10	12,5
	Total	80	100,0

A balanced composition of respondents is expected to provide a picture of the quality of Pancasila education services that represents the overall institutional conditions at the Pontianak State Polytechnic. The research instrument used a structured questionnaire based on the five dimensions of SERVQUAL: tangibles, reliability, responsiveness, assurance, and empathy (Wulandari et al., 2026). The research instrument comprises 11 indicators adapted to the context of Pancasila education at Pontianak State Polytechnic.

Table 2. Dimensions and Indicators of Pancasila Learning Service Quality

Dimension	Indicators
Tangibles	Availability of online learning facilities
	Availability of comfortable learning spaces
	Availability of properly functioning air conditioning
Reliability	Instructors' firmness in enforcing learning regulations
	Instructors' punctuality in providing learning services
Responsiveness	Instructors' ability to present reliable course material
	Instructors' friendliness and courtesy in serving students
Assurance	Instructors' skill in explaining course material
	Instructors' professionalism during the learning process
Empathy	Instructors' care in providing services
	Fair treatment of students

Each indicator is measured using a five-point Likert scale, as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The Likert scale is considered effective in educational service research because it allows researchers to systematically measure respondents' perceptions and provide easy-to-interpret results (Joshi, 2019). Data analysis was conducted using descriptive statistics. This technique was chosen because the purpose of the study was to describe the actual state of the quality of Pancasila learning services without testing the relationships between variables. The descriptive analyses used included:

1. Frequency distribution.
2. Percentage distribution.
3. Analysis of mean scores.
4. Categorisation analysis.

Service quality is categorised based on predetermined score intervals.

Table 3. Service Quality Categorization

Score Interval	Category
Interval Skor	Kategori
15-28	Low
29-41	Moderate
42-55	High

In addition to analysing overall service quality, this study also conducted a descriptive analysis of each SERVQUAL dimension. The analysis by dimension was conducted to identify dimensions with relatively higher performance and those that still require improvement. This approach is increasingly used in the evaluation of higher education services because it can yield more specific, operational policy recommendations for educational institution administrators (Dangaiso & Tsvere, 2025).

The raw questionnaire data were then transformed into descriptive indicators that can serve as a basis for evidence-based decision-making (evidence-based policymaking). Although quantitative descriptive research is not designed to test causal relationships, data quality remains a crucial aspect that must be maintained.

The validity of this study was established through three main mechanisms. First, the research instrument was developed based on the SERVQUAL framework, which has been widely used in service quality research across various countries (Parasuraman et al., 1988). Second, the research indicators were tailored to the characteristics of Pancasila education at vocational colleges. Third, respondents were distributed proportionally across majors to enhance the institution's representativeness.

Bartolo & Tinmaz (2024) explain that the contextual adaptation of service quality instruments is essential because each educational institution has distinct organisational characteristics. Therefore, this study integrates a global theoretical framework with the context of vocational higher education in Indonesia to produce a more relevant and practical evaluation.

## RESULTS AND DISCUSSION

### Descriptive Statistics by Dimension of Pancasila Education Service Quality

To gain a deeper understanding of the quality of Pancasila education services at the Pontianak State Polytechnic, the analysis focused not only on the overall service quality variable but also on each of the dimensions that constitute service quality. This approach was taken to identify aspects of the service that are functioning well and those that still require policy reinforcement.

Service quality was measured using the five dimensions of SERVQUAL: tangibles, reliability, responsiveness, assurance, and empathy. The results of the descriptive statistical analysis are presented in Table 4.

Table 4. Descriptive Statistics by Dimension of Pancasila Learning Service Quality

Dimension	Mean	Standard Deviation	Achievement Percentage (%)	Category
Tangibles	11,52	2,64	76,83	High
Reliability	8,72	1,52	87,25	Very High
Responsiveness	8,99	1,44	89,88	Very High
Assurance	8,89	1,59	88,88	Very High
Empathy	9,05	1,53	90,50	Very High

Source: Processed Primary Data (2025)

The research results show that all dimensions of service quality fall into the high to very high categories. These findings indicate that Pancasila education at the Pontianak State Polytechnic has successfully fostered a positive learning experience for students. However, there are variations in achievement levels across the dimensions, with different policy implications.

### Ranking of Service Quality Dimensions

To identify the strengths and areas for improvement in Pancasila education services, all dimensions were ranked by achievement percentage.

Table 5. Ranking of Dimensions of Pancasila Learning Service Quality

Rank	Dimension	Achievement Percentage (%)
1	Empathy	90,50
2	Responsiveness	89,88
3	Assurance	88,88
4	Reliability	87,25
5	Tangibles	76,83

Source: Processed Primary Data (2025)

The research results show that the empathy dimension has the highest achievement rate. Conversely, the physical evidence dimension has the lowest achievement rate compared to the other dimensions. These findings indicate that the

quality of Pancasila learning services is built more through human interaction than through physical infrastructure support.

### **Analysis by Dimension**

#### **Tangibles**

The tangibles dimension achieved a score of 76.83%. Although this falls into the “high” category, it is the lowest score compared to the other dimensions. The tangible aspects include online learning facilities, classroom comfort, and air conditioning.

These findings indicate that students still place importance on the quality of the learning environment that supports the learning process. This situation suggests that transforming learning cannot rely solely on faculty competence but also requires adequate facilities and infrastructure. From a policy perspective, these results signal that institutions should increase investment in academic facilities.

#### **Reliability**

The reliability dimension achieved a score of 87.25%. Students assessed that Pancasila lecturers have demonstrated strong abilities in maintaining academic discipline, providing consistent service, and delivering reliable course material. The high score in this dimension indicates that lecturers have successfully built students’ trust through their professional competence.

#### **Responsiveness**

The responsiveness dimension achieved an 89.88% score. Students rated their Pancasila instructors as responsive to their learning needs. The instructors’ ability to explain the material and establish effective communication creates a more participatory learning experience. These findings indicate that Pancasila instruction has shifted from a conventional model toward a student-centred approach.

#### **Assurance**

The assurance dimension achieved an 88.88% score. Students view Pancasila instructors as highly professional in carrying out their academic duties. Students’ trust in instructors is a crucial form of social capital that enhances the quality of learning. These findings indicate that Pancasila education has successfully established academic legitimacy within the vocational education system.

#### **Empathy**

The empathy dimension achieved the highest percentage, at 90.50%. This finding indicates that students feel they are treated fairly and receive adequate attention throughout the learning process. Empathy is a key strength of Pancasila education at the

Pontianak State Polytechnic. This demonstrates that a humanistic approach has been well integrated into the learning process.

### **Summary of Findings and Policy Implications**

Based on the overall research results, there are three main findings. First, the quality of Pancasila learning services generally falls into the high category, with 90% of respondents rating it as such. Second, the interpersonal relationships dimension scored higher than the infrastructure dimension. Third, physical facilities remain a priority area for institutional policy improvement.

Substantively, this study's results indicate that the quality of Pancasila learning services in vocational higher education institutions is determined more by faculty-student interactions than by the mere availability of physical facilities. These findings have strategic implications for administrators of Mandatory Curriculum Courses (MKWK), namely the need to simultaneously integrate two approaches, namely:

1. Strengthening faculty members' interpersonal competencies through training in pedagogy, communication, and student-centred learning.
2. Strengthening learning infrastructure through classroom modernisation, the digitisation of learning, and the improvement of academic facilities.

### **Discussion**

#### **The Quality of Pancasila Education Services at Pontianak State Polytechnic: Perspectives on Higher Education Service Quality and the Governance of Mandatory Curriculum Courses**

The research findings indicate that the quality of Pancasila education services at Pontianak State Polytechnic falls into the high category, with predominantly positive student evaluations. A total of 90% of respondents rated the quality of service as high, while only a small portion rated it as moderate or low. These findings indicate that the implemented Pancasila learning system has met students' expectations as users of educational services.

In the context of modern higher education, these achievements have broader significance than the mere success of the classroom learning process. The quality of educational services has now become a key indicator of educational institutions' capacity to deliver a high-quality student learning experience (Bartolo & Tinmaz, 2024). Higher education institutions are no longer viewed solely as academic organisations that transfer knowledge but also as public organisations that provide services to society, particularly to students as the primary recipients of these services (Clemons & Jance, 2024).

The findings of this study indicate that Pancasila education at the Pontianak State Polytechnic has shifted toward this paradigm. Students are no longer merely objects of

learning but users of educational services who have expectations regarding the quality of those services. This paradigm aligns with developments in higher education governance that prioritise the principles of student-centred higher education.

Conceptually, the quality of educational services is influenced by an institution's ability to consistently meet students' needs, expectations, and experiences (Dugenio-Nadela et al., 2023). Therefore, the success of Pancasila education identified in this study can be viewed as the institution's ability to integrate academic, administrative, and relational aspects into a comprehensive learning service system.

### **The Dominance of Human Interaction Factors in Pancasila Learning**

One of the most interesting findings in this study is the dominance of the dimensions of empathy, responsiveness, and assurance over the dimension of physical evidence. This indicates that the quality of Pancasila learning services is built more on human interaction than on the mere availability of physical facilities.

The empathy dimension achieved the highest score of 90.50%. This finding indicates that students felt they received personal attention, fair treatment, and care from their instructors throughout the learning process. This has significant implications because Pancasila education is, by its very nature, value-based education.

Value-based education is not only oriented toward the transfer of knowledge but also emphasises the process of internalising attitudes, behaviours, and national character. Therefore, the interpersonal relationship between instructors and students is a critical component determining the success of learning.

This finding aligns with the research by De-Juan-Vigaray et al. (2024), which shows that student satisfaction is greatly influenced by a learning environment that supports the development of individual capacities. Students who feel personally cared for tend to exhibit higher levels of satisfaction.

This situation also reinforces the service-dominant logic, which holds that the true value of a service is created through interaction between the service provider and the service user, rather than through the mere provision of physical resources. In the context of this study, the value of Pancasila education is shaped through intensive interaction between instructors and students.

Furthermore, the high level of empathy indicates that Pancasila lecturers have successfully created an inclusive and humanistic learning environment. Such a learning environment is essential in vocational education because students come from diverse social, cultural, and academic backgrounds.

### **Responsiveness as a Manifestation of Student-Centered Learning**

The responsiveness dimension achieved an 89.88% score. This finding indicates that Pancasila lecturers can respond to students' needs quickly and effectively. In modern higher education, responsiveness is a key indicator of the successful implementation of student-centred learning. The shift in the educational paradigm from teacher-centred learning to student-centred learning places students at the centre of the learning process.

This shift requires lecturers not only to be conveyors of material but also learning facilitators who can understand students' individual needs. The findings of this study show that Pancasila lecturers at the Pontianak State Polytechnic have fulfilled this role well. Students assessed that the lecturers explained the material clearly, communicated effectively, and created a conducive learning atmosphere.

These findings support the results of a study by Kasirun et al. (2025), which showed that effective academic service management contributes to increased student satisfaction. From a public policy perspective, responsiveness is also a key indicator of the quality of public organisations. Responsive public organisations are better able to adapt to service users' needs.

In the context of managing Required Curriculum Courses (MKWK), these findings suggest that strengthening faculty members' communication competencies is a strategic investment that requires continuous development.

### **Faculty Professionalism as the Foundation of Academic Assurance**

The academic assurance dimension achieved a score of 88.88%. This result indicates that students have a high level of trust in the competencies of Pancasila faculty members. Student trust is a crucial form of social capital in enhancing the quality of learning. Students who trust their instructors tend to be more motivated to learn and more engaged academically.

These findings are consistent with the research by Khanal et al. (2024), which shows that faculty competence—encompassing pedagogical aspects, subject-matter expertise, and technological skills—is a key factor in learning success at the university level.

This finding is also supported by Gumanová & Šukolová (2022), who state that the competencies of modern lecturers are no longer limited to mastery of the subject matter but also include interpersonal skills, technological proficiency, and the ability to adapt to changes in the educational environment.

In the context of Pancasila education, lecturers' competencies play a highly strategic role, given the subject's multidimensionality. Lecturers are not only required to

master the substance of Pancasila but also to connect it to their students' contemporary lives.

High levels of faculty professionalism will result in learning that is more contextual, relevant, and meaningful. These findings also reinforce those of Ardiansyah (2022), Maryen et al. (2025), serta Hanitha (2013), indicating that human resource competencies are the primary determinants of service quality.

### **Governance Reliability as a Manifestation of Good Academic Governance**

The reliability dimension achieved a score of 87.25%. Although it was not the highest-scoring dimension, this result still falls into the “very high” category. Reliability reflects faculty members' consistency in conducting the learning process, their punctuality, their adherence to academic regulations, and their ability to deliver responsible course content.

From a public administration perspective, reliability is closely linked to the concept of good governance. As public institutions, higher education institutions are required to uphold the principles of accountability, effectiveness, and professionalism.

Reliable Pancasila instruction indicates that the governance of the MKWK program at the Pontianak State Polytechnic has been carried out systematically. This is important because Law No. 12 of 2012 has established Pancasila as a strategic course in national character development. Thus, the quality of Pancasila instruction not only impacts the institution but also has implications for national human resource development.

The findings of this study also support the research by Dangaiso & Tsvere (2025), which shows that the quality of higher education services is positively related to students' academic achievement.

### **Tangibles as a Priority Area for Policy Development**

Although all dimensions fell into the “high” category, the physical evidence dimension achieved the lowest score, at 76.83%. This finding is interesting because it indicates a gap between the quality of human interaction and that of the learning infrastructure. Students assessed the learning facilities as good but not yet optimal compared to other dimensions. In the context of vocational education, facilities and infrastructure are crucial, as practice-based learning requires adequate support.

This finding is consistent with the research by Gloria et al. (2025), which shows that campus infrastructure contributes significantly to student satisfaction. Additionally, Mireku et al. (2024) also found that student service support is a key factor in improving the quality of higher education.

This situation indicates that institutions need to allocate greater resources to modernising classrooms, digitising learning, and improving learning support facilities. Investment in academic infrastructure will strengthen the quality of services built through positive interpersonal interactions.

This finding is consistent with Gloria et al. (2025), who found that campus infrastructure adds substantially to student satisfaction. Similarly, Mireku et al. (2024) emphasise that student support services and learning resources are important determinants of educational quality. However, the present findings show that students place greater value on the quality of lecturer–student interactions than on physical facilities alone. This observation supports the argument of De-Juan-Vigaray et al. (2024), who highlight the growing importance of student experience and relational aspects in forming perceptions of educational service quality.

From a public management perspective, the relatively lower performance of the tangibles dimension may also reflect governance challenges in funding allocation, budgetary priorities, and institutional capacity. Educational governance involves not only academic management but also strategic decisions regarding infrastructure development, digital learning systems, and the provision of service-supporting resources (Clemons & Jance, 2024). In public higher education institutions, investments in learning facilities often compete with other organisational priorities, including human resource development, curriculum improvement, and operational expenditures. Furthermore, procurement procedures and budgetary regulations may influence the pace at which infrastructure improvements can be implemented. Consequently, physical and digital learning environments may not develop as rapidly as lecturer competencies and student support services.

This evidence indicates that boosting educational service quality calls for not only strengthening lecturer competencies and student engagement, but also enhancing institutional capacity in infrastructure planning, resource management, and digital learning development. The results also emphasise a broader challenge faced by public higher education institutions: balancing investments between human and physical capital. While relational dimensions of service quality can often be improved through professional commitment, organisational culture, and lecturer competence (Khanal et al., 2024; Moreira et al., 2023), improvements within educational infrastructure generally require larger financial commitments, longer planning horizons, and more complex administrative processes. Therefore, the tangibles dimension should be viewed not simply as a facility-related issue but as a governance issue that reflects the institution’s capacity to translate educational policy objectives into adequate service-supporting resources. Strengthening infrastructure governance is therefore vital for supporting student-centred educational services while attaining sustainable improvements in higher education quality.

## **Policy Implications for the Management of Mandatory Curriculum Courses**

This study has significant policy implications for the management of Mandatory Curriculum Courses (MKWK) at vocational higher education institutions. To date, MKWK's management has often been more focused on meeting regulatory requirements than on improving the quality of learning services.

The findings of this study indicate that required curriculum courses, particularly Pancasila education, need to be viewed as strategic academic services that contribute to students' character development. High-quality management of these courses requires a multidimensional approach involving faculty, the institution, infrastructure, and the learning system.

Based on the research findings, four policy recommendations can be implemented. First, the continuous strengthening of lecturers' pedagogical competencies. Second, improving the quality of communication and academic interaction. Third, modernising the learning infrastructure. Fourth, developing a system for periodically evaluating the quality of MKWK services. These approaches will create a learning ecosystem that is more responsive to students' needs.

## **Research Contributions**

This research makes three academic contributions. First, it expands the study of higher education service quality in the context of Mandatory Curriculum Courses, which has thus far been relatively limited. Second, it demonstrates that the quality of Pancasila learning in vocational education is more influenced by relational dimensions than by physical dimensions. Third, it produces a service quality evaluation model that can be replicated in the management of Mandatory Curriculum Courses at other universities.

Overall, the results of this study confirm that the quality of Pancasila learning services is not merely a pedagogical issue but also a matter of higher education governance and public policy, requiring serious attention from institutions.

## **CONCLUSION**

This study aims to analyse the quality of Pancasila learning services at the Pontianak State Polytechnic from the perspective of students as users of educational services. The results show that the quality of Pancasila learning services generally falls into the high category. 90% of students rated the quality as high, 7.5% as moderate, and 2.5% as low. These findings indicate that the implementation of Pancasila education has met most students' expectations and created a positive learning experience in a vocational higher education setting.

An analysis based on the five dimensions of SERVQUAL shows that the empathy dimension is the strongest, with a performance rate of 90.50%, followed by responsiveness (89.88%), assurance (88.88%), and reliability (87.25%). Meanwhile, the tangible evidence dimension achieved the lowest percentage—76.83%—though it still fell within the high category. These results indicate that the quality of Pancasila education is shaped more by the quality of interpersonal interactions between instructors and students than by learning infrastructure support alone.

## RECOMENDATION

Theoretically, this study expands the body of research on the quality of higher education services by positioning Mandatory Curriculum Courses (MKWK)—specifically Pancasila—as the subject of public policy and higher education management research. This study demonstrates that the SERVQUAL approach remains relevant for evaluating the quality of learning services at vocational higher education institutions, particularly for identifying service dimensions that serve as the institution’s strengths and development priorities. Furthermore, the findings of this study support the paradigms of student-centred learning, service-dominant logic, and student-oriented governance in higher education.

In practical terms, this study provides policy implications for the administrators of Required Curriculum Courses at the Pontianak State Polytechnic. Strengthening the quality of learning services requires two strategies implemented simultaneously: enhancing lecturers’ interpersonal and pedagogical competencies and modernising learning facilities and infrastructure. The institution also needs to establish a sustainable system for evaluating learning service quality as part of its efforts to improve higher education quality.

This study has limitations: it was conducted at a single higher education institution, used a descriptive quantitative approach, and thus cannot yet explain the causal relationships among the variables. In addition, this study focuses solely on students’ perceptions without integrating the perspectives of faculty members and institutional administrators.

Therefore, future research is recommended to develop a more comprehensive model for evaluating the quality of Pancasila learning services through a mixed-methods approach, involving various vocational higher education institutions in Indonesia, and to examine the influence of service quality on other variables, such as student satisfaction, academic engagement, student loyalty, and learning outcomes. Thus, the management of Pancasila education in higher education institutions should not be viewed solely as compliance with regulatory mandates but also as a strategic instrument for building student character and improving the quality of higher education governance in Indonesia.

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