Measuring Service Quality of Lecturer in Covid-19 Condition

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ABSTRACT

This study assesses the quality of lecture services at the University of Trunojoyo Madura, a State University on Madura Island, Indonesia. The instrument of SERVQUAL was developed by Parasuraman in 1985, then modified to measure student satisfaction with the quality of lecturer services during the Covid-19 pandemic. The self-made questionnaires were then distributed to students and collected again after being answered. The findings have revealed positive service gap patterns (differences between student perceptions and expectations) on almost all twenty attributes and all service dimensions (except the assurance dimension). This shows that the service quality level at the University of Trunojoyo Madura has met student expectations, especially in the tangibility dimension has the highest score. Given the increasing demand for service quality, and to build student satisfaction, it is necessary to increase the lack of quality of the lecture services, especially in the assurance dimension. This is done to keep the competitiveness of University of Trunojoyo Madura as a state campus on the island of Madura not decreasing.

Keywords: service quality; students' expectations; students' perceptions and satisfaction.

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I. Introduction

As we know, the coronavirus disease 2019 (Covid-19) has hit various parts of the world, so it has provided challenges for all sectors, both business and non-business sectors. In Indonesia, the outbreak of Covid-19 cases began in February 2020. Due to the development of cases of the spread of Covid-19, it has changed various sectors of activity, including the education sector in Indonesia. To prevent the spread of the coronavirus, especially in the education world, the Indonesian government has set a circular issued by the Directorate of Higher Education of the Ministry of Education and Culture Number 1 of 2020 concerning preventing the spread of coronavirus in schools and universities. Through this circular, the Indonesian government gives instructions to universities to conduct distance learning and requires lecturers and students to carry out the teaching and learning process from their respective homes (Work from Home). With the issuance of a Circular from the Education and Culture Ministry of the Republic of Indonesia, all universities in Indonesia quickly responded to the instruction, one of which was the University of Trunojoyo Madura by issuing the Chancellor's Circular on vigilance and prevention of the spread of Covid-19 infection in the University of Trunojoyo Madura. The letter contains, one of them is the recommendation to change the face-to-face lecture process into online lectures. There are at least 65 state universities in Indonesia holding learning from home to anticipate the spread of Covid-19 (CNNIndonesia, 2020). This is a follow-up from the World Health Organization (WHO) which recommends the temporary cessation of all activities that have the potential to bring in crowds or crowds. Therefore, conventional learning methods must be reviewed using different methods so that contact of physical between a student and other students and lecturers can be minimized because conventional learning methods gather many students in a classroom.

Milman (2015) in one of his writings states that students and lecturers can integrate into the lecture process using digital technology even though they are in different places and far from each other. One form of the lecture using digital technology that can be done during the coronavirus emergency is online lectures. As stated by Moore *et al*. (2011), online learning is a learning interaction where connectivity, flexibility, accessibility, and ability between lecturers and students are supported by the internet network. Meanwhile, Zang *et al*., 2004 stated that the use of internet media and multimedia technology can be an alternative learning method in delivering knowledge that has been taking place traditionally or using face-to-face methods.

In the Covid-19 pandemic conditions and to continue to provide the service of optimal to all customers in the business and the non-business sectors, all business actors in the service sector make every effort to improve the quality of their services so that customers are satisfied with their services, as well as in the education industry. The organizers of educational institutions are now more focused on quality standards to meet the basic needs and expectations of students. Once customers & requirements are clearly identified and understood, educational institution (university) operators are more likely to anticipate and fulfil customers & their needs and want (Said *et al*., 2013). Choi & Chu, 2001 in their research stated that the more satisfied customers are, the

more likely they are to come back or extend their stay at the hotel.

Currently, students in Indonesia seem to have high standards and demands for excellent educational services. Student satisfaction is the highest priority for students so that students are able to get lecture material in accordance with the predetermined Lecture Program Unit. Ei-Hilali *et al.*, 2015 stated that universities must show some of the activities they have achieved to students so that they can increase the value of trust in services to affect student satisfaction levels, this activity is a measure that is often used to assess the quality of education to meet strategic needs (Uysal, 2015). Because lectures are conducted online, which is very different from conventional lectures that are carried out offline, the quality of lecture material delivery is highly dependent on the quality and ability of the lecturers to transfer material to students and the technology used in the lecture process.

In general, service quality is often defined by subjectively comparing customer expectations about service with their perceptions. Parasuraman *et al.*, 1988 defines service quality in five dimensions, namely: form, reliability, responsiveness, assurance, and empathy. Furthermore, according to other studies, it is said that high student satisfaction can create intentions to continue their studies to a higher level and at the same institution (Berthon *et al.*, 2008). Other literature shows that customers who are satisfied with the services of a company are usually willing to pay higher prices so as to increase the margins of each customer. In addition, satisfied customers tend to support service companies by conveying positive information to other customers (word of mouth) so as to improve the company's reputation.

II. LITERATURE REVIEW

A. Online Learning Process

An online learning process is a form of the distance learning process that is supported by communication and information technology, such as the devices of digital and internet (Molinda, 2005). Furthermore, Milman (2015) states that by using digital technology, it is possible for lecturers and students to carry out the learning process even though they are separated by different places. In the online learning process during the current pandemic, lecturers and students can use various mobile devices such as smartphones, or laptops (Gikas & Grant, 2013), which are connected to the internet network, so that students can access information and conduct lectures whenever and wherever they are. Furthermore, virtual media that can be used in the online lecture process are Google meet, Zoom, Google Classroom, and Edmodo, (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) and WhatsApp (So, 2016) or virtual media created specifically by each campus. Even according to Kumar & Nanda 2018, the online learning process can be done using other social media such as Instagram and Facebook. Through online learning, students can connect with learning resources (lecturers/instructors/experts, databases, libraries) which are physically separated from each other but can communicate, interact, or collaborate with each other (indirect/asynchronous and direct/synchronous).

B. Quality of Service

Service quality is the result of comparing customer expectations about the services made by customers with their perceptions of the services delivered by the company (Gronroos, 1984; Parasuraman *et al.*, 1985, 1988). If the customer's expectations for the service are greater than the perceived service performance, then the perceived quality is unsatisfactory, so the customer will feel dissatisfied. Furthermore, Asubonteng *et al.* (1996) and Dotchin and Oakland (1994) define service quality as the extent to which a service can meet the needs and expectations of customers.

Many service and retail companies use the SERVQUAL approach to measure the service satisfaction (Parasuraman *et al.*, 1988; Parasuraman *et al.*, 1991). Furthermore, Parasuraman *et al.* (1988) compiled a conceptualization of service quality or the SERVQUAL instrument covering 22 attributes, then these 22 attributes were grouped into five dimensions, namely: reliability, tangibles, assurance, responsiveness, and empathy. Several studies have tried to use the SERVQUAL approach. This approach has very broad service attributes and is very practical for use in various service companies. This instrument was created to measure the quality of services such as hotels (Saleh & Rylan, 1991), hospitals (Babakus & Glynn, 1992), telephone companies, insurance companies and banks (Parasuraman *et al.*, 1991) and tourism (Wantara, 2021). In this study, researchers used the SERVQUAL approach as an instrument to explore the level of student expectations and perceptions about service quality by lecturers on campus.

C. Customer Satisfaction

Most researchers state that satisfaction is an attitude or evaluation of customers that compares the expectations they should receive before buying a product (service) with their subjective perception of the actual performance they receive (Oliver, 1980). As defined by Kotler (2000) satisfaction is a person's feelings of pleasure or disappointment that arise after comparing the perceived performance (or outcome) of a product with his expectations. Other researchers (Yi, 1990) stated that customer satisfaction is the collective result of perceptions, evaluations, and psychological reactions to the experience of consuming a service or product.

In conclusion, the customer satisfaction has meaning as a result of evaluating a customer's experience after buying, consuming, and using a service or product, that compared to expectations before they buy and consume it (or use it). Each customer has a different level of satisfaction because each customer has a different attitude and performance when evaluating a product or service.

III. RESEARCH METHODOLOGY

This study uses a survey instrument designed to assess the expectations and perceptions students of service dimensions at the University of Trunojoyo Madura, especially the quality of service provided by lecturers to students as referred to in Table 1. The attributes in this questionnaire are arranged according to the five dimensions of the SERVQUAL approach (Parasuraman *et al.*, 1988 in Wantara, 2021), but there are some attributes that are changed and adapted to the existing service categories at the University of Trunojoyo Madura. In general, structured questionnaires cover two main

areas. The first part of the questionnaire deals with the demographic characteristics of the respondents, including: gender, faculty, department, and semester. The second part includes instruments related to 5 dimensions, which are measured using a 5-point scale, starting from a scale of 1 = Strongly Disagree; up to a scale of 5 = Strongly Agree. The contents of these attributes are shown in Table I.

TABLE I: DIMENSIONS OF SERVICE

Dimension	Item Label and Wording
Assurance	1. The lecturers know the subject matter.
	2. The lecturers have the skills needed to conduct lectures (learning).
	3. The lecturers deliver lecture material following the Unit of Lecture Program.
	4. The lecturers understand and know the lecture technology used.
	5. The lecturers communicate smoothly and were easy to understand
Responsiveness	6. The lecturers sincerely helped solve my problem.
	7. The lecturers provides me with adequate information
	8. The lecturers fulfills my request promptly and on time
	9. The lecturers shows genuine willingness and interest in helping and assisting me.
Reliability	10. The lecturers provide learning as promised.
	11. The lecturers provide you accurate the subject matter
	12. The lecturers perform learning for you correctly the first time.
	13. The lecturers tell you exactly when learning will be provided.
Tangibles	14. The lecturers dress appropriately.
Facilities	15. The lecturers use a good internet network.
	16. The lecturers use modern learning technology.
	17. The lecturers have attractive appearances e.g., smart.
Empathy	18. The lecturers are able to communicate effectively.
	19. The lecturers give personal attention to all students.
	20. The lecturers know your specific needs.

Source: Developed by Authors.

IV. RESULTS AND DISCUSSION

A. Data Collection

The research data was collected for two months, namely in November and December 2021. The respondents in this study were students at the University of Trunojoyo Madura. The respondents' basic characteristics are described in Table II, most of the respondents are male (60%). Most of the respondents came from the Faculty of Economics and Business (35%), followed by students from the engineering faculty at 15%, and the law faculty at 12%. Furthermore, most of the students were in the 3rd semester (44%) followed by 5th semester (21%).

B. Data Analysis and Result

This section presents research data related to the expectations and perceptions students about the quality of the online lecturing services on the University of Trunojoyo

Madura. The number of students involved in this study was 130 students from seven faculties at the University of Trunojoyo Madura. The students were then asked to rate each statement regarding their expectations and perceptions about the quality of lecturing services on the University of Trunojoyo Madura during the Covid-19 pandemic. The findings of each dimension of service quality are shown as follows:

TABLE II: RESPONDENT DEMOGRAPHIC CHARACTERISTIC

Demographic information.		N	%
Gender	Male.	78	0.60
	Female.	52	0.40
Faculty	Economic and Business	45	0.35
	Law	15	0.12
	Agriculture	13	0.10
	Technics	20	0.15
	Social and Cultural Sciences	15	0.12
	Syariah	10	0.08
	Science Education	12	0.09
Semester	1st Semester	8	0.06
	3rd semester	57	0.44
	5th semester	28	0.21
	7th semester	22	0.17
	above 7th semester	15	0.12

Source: Developed by Authors.

1) Assurance dimension

The dimensions of assurance in service companies include knowledge of modern equipment, courtesy, and the ability of employees to inspire trust and confidence in customers as well as competence and credibility of employees and security (Parasuramana *et al.*, 1991). In this dimension, the measured attributes include lecturers master the lecture material, skills in teaching, delivery of material according to the Lecture Program Unit, mastery of information and communication technology that is easily understood by students.

Table III illustrates the overall expectation on the assurance dimension is at a high level (mean = 3.84), with the highest rating for the attribute of understanding and knowledge of lecturers about the lecture equipment used (mean = 4.43). Most students expect to feel comfortable when the teaching and learning process takes place online. In addition, lecturers are expected to be trusted and responsible when delivering material to students. The perception of the dimension of assurance as a whole was ranked the highest (mean = 3.68), with knowledge of mastery of technology being the most important factor (mean = 4.63). In the online lecture model, a lecturer must have broad knowledge and skills and be supported by in-depth experience. Lecturers are also required to be able to operate online lecture support equipment to improve the performance of online lectures, especially during discussions or practical lectures.

TABLE III: CUSTOMER SATISFACTIONS CONCERNING ASSURANCE

	Assurance dimension	Students' expectation.			Students' perception.		
		Mean	S.D	Level	Mean	S.D	Level
1	The lecturers has knowledge of the subject matter.	3.73	1.17	High	4.50	0.78	Highest
2	The lecturers have the skills needed to conduct lectures (learning).	3.67	1.09	High	4.27	0.74	Highest
3	The lecturers deliver lecture material in accordance with the Lecture Program Unit.	3.93	1.11	High	4.47	0.63	Highest
4	The lecturers understand and know the lecture technology used.	4.43	0.71	High	4.63	0.56	Highest
5	The lecturers communicate smoothly and were easy to understand	3.43	1.25	High	4.40	0.97	Highest
	Overall mean score	3.84	1.07	High	3.68	0.74	Highest

Source: Developed by Authors.

2) Responsiveness dimension

The dimension of responsiveness illustrates the willingness of employees (lecturers') to help customers (students') and is willing to deliver fast service (Parasuraman *et al*., 1988). It is an important factor for lecturers and/or faculty staff who are willing to assist students in providing fast service and meeting student expectations.

Table IV describes the overall expectation of the responsiveness dimension which is at a high level (4.02). Lecturers sincerely help solve student problems quickly and get the highest expected score of 4.33. The students expressed satisfaction when the lecturers or faculty staff gave a quick response. This statement is supported by the opinion of the students that the lecturers are always willing to help me when I get lecture material that I do not understand. This condition illustrates that students feel satisfied when they have received good help when needed. Responding to customer requests quickly reflects management capabilities that will lead to satisfaction for customers (students).

Table IV also describes the overall perception of responsiveness dimensions being at the highest level (4.28). Two attributes occupy the highest rank, namely providing adequate information and willingness to help solve student problems, these findings support the findings of Parasuraman *et al*. (1998), which measures consumer perceptions of service quality. So, it can be concluded that the dimensions of responsiveness conveyed by lecturers or employees are an important factor for student satisfaction.

3) Reliability dimension

The dimension of reliability describes the reliability or ability possessed by a lecturer and faculty employee in providing reliable and accurate services. Reliable service must be able to meet customer or student expectations, where service is completed on time, every time, in the same way, and without errors Table V shows that the overall satisfaction expectations regarding the dimension of reliability are high (3.86). This rating is supported by statements from students stating that lecturers are always on time when starting learning and I always get answers or solutions from lecturers when I get material that I don't understand.

Overall perceived satisfaction with the dimension of reliability is also at the highest level (4.18), where lecturers providing services as promised to receive the highest score (4.40). This may be because the lecturers delivered the service right the first time and kept their promise to the students. Thus, students are satisfied with the reliability of the service. These results are consistent with Said, *et al*. (2013), who found that reliability is the most important factor to ensure customer satisfaction with services.

4) Tangibility dimension

The tangibility dimension includes physical aspects such as the physical appearance of campus services including modern equipment, the lecturers' neatness, and the employees' professionalism (Dabholkar *et al*., 1996).

Table VI shows that the overall satisfaction expectation of tangibles is at a high level (3.85). Lecturers using modern learning technology got a high rank of 4.10. When the lecturers are neatly dressed and have an attractive appearance, it makes the students seem more confident in the services provided by the University. In addition, the lecturers have well trained in terms of teaching as well as a good internet network.

The customer's perception of the tangibility dimension also ranks the highest (4,22). This finding supports the research of Wong *et al*. (1999), who studied the dimension of SERVQUAL in the industry of hospitality in Malaysia, they found that the best predictor of service quality in the industry of hospitality in Malaysia as a whole was the tangibility dimension.

TABLE IV: CUSTOMER SATISFACTIONS CONCERNING RESPONSIVENESS

	Responsiveness dimension	Students' expectation.			Students' perception.		
		Mean	S.D	Level	Mean	S.D	Level
6	The lecturers sincerely helped solve my problem.	4.33	0.71	High	4.33	0.73	Highest
7	The lecturers provide me with adequate information	4.10	0.76	High	4.37	0.93	Highest
8	The lecturers fulfilled my request promptly and on time	3.93	1.08	High	4.23	0.97	Highest
9	The lecturers show genuine willingness in helping and assisting me	3.70	0.99	High	4.17	0.95	Highest
	Overall mean score	4.02	0.89	High	4.28	0.90	Highest

Source: Developed by Authors.

TABLE V: CUSTOMER SATISFACTIONS CONCERNING RELIABILITY

	Reliability dimension	Students' expectation			Students' perception		
		Mean	S.D	Level	Mean	S.D	Level
10	The lecturers provide learning as promised.	3.57	1.04	High	4.10	0.96	Highest
11	The lecturers provide you with accurate the subject matter	3.83	0.95	High	4.40	0.92	Highest
12	The lecturers perform learning for you correctly the first time.	4.07	0.78	High	4.13	0.97	Highest
13	The lecturers tell you exactly when learning (quiz) will be provided.	3.97	1.00	High	4.10	0.72	Highest
	Overall mean score	3.86	0.94	High	4.18	0.89	Highest

Source: Developed by Authors.

TABLE VI: CUSTOMER SATISFACTIONS CONCERNING TANGIBILITY

	Tangibility dimension	Students' expectation			Students' perception		
		Mean	S.D	Level	Mean	S.D	Level
14	The lecturers dressed appropriately.	3.77	1.10	High	4.33	0.76	Highest
15	The lecturers use a good internet network.	4.10	0.92	High	4.10	1.03	Highest
16	The lecturers use modern learning technology.	3.73	1.01	High	4.17	1.12	Highest
17	The lecturers have attractive appearances e.g. smart.	3.80	0.81	High	4.27	0.87	Highest
	Overall mean score	3.85	0.96	High	4.22	0.95	Highest

Source: Developed by Authors.

5) Empathy dimension

Dimensions of empathy describe individual attention to customers include easy access or easy to contact, effective communication, so that there is an understanding of customers (Parasuraman *et al*., 1991). This dimension of empathy describes the attention given by lecturers to students when the learning process takes place.

Table VII illustrates that the overall expectation regarding the dimension of empathy is a high level (3.76). The effective communication becomes a very important expectation (3,83). Lecturers represent campus management during the online learning process, so communication is a very important factor. The success of the lecture process requires effective communication (Paige, 1977). Lecturers and faculty employees are required to inform students about information regarding the schedule for quizzes, mid-semester, and end-of-semester exams as well as other schedules such as tuition payments, as well as feedback. Effective communication between departments in the faculty and students is the main factors that contribute to the students' satisfaction.

Table VII also illustrates that the total student perception of the empathy dimension is at the highest level (4,12). Perceptions of effective communication from lecturers ranked highest at 4.15. The results showed that the lecturers were enthusiastic about helping students. One student commented that the lecturer would provide a good solution or explanation when students encountered problems with lecture material that students did not understand. According to Crompton *et al*. (1991), staff of employees (lecturer and employees of faculty) must make customers (students) feel like they belong. This statement fits the definition of empathy.

Table VIII illustrates that overall expectation of satisfaction on the five dimensions is a high level (3.87). For students' expectations of each dimension, it shows that the responsiveness dimension is at a high level (4.02), followed by reliability (3.86), tangibility (3.85), assurance (3.84), and empathy (3. 76). Most students expect lecturers to be trusted and responsible for the quality of delivering lecture material.

The results of the overall satisfaction perception on the five dimensions are at the highest level (4,10). As for the results of the perception of each dimension, most of the students stated that the tangibility dimension was the dominant dimension because it had the highest score (4.22), followed by responsiveness (4.21), reliability (4.18), empathy (4, 12), and guarantees (3.68). Because lectures are conducted online and the tangibility dimension is the dominant dimension, most students state the importance of modern lecture media so that students can take online lectures more accurately.

C. SERVQUAL Gap of Lecturer

The SERVQUAL gap is calculated based on the difference between the expected average score and the student's perceived average score. The results this study illustrate that there is a difference as shown in the table below.

TABLE IX: SERVQUAL.GAP

Dimensions	Students'. expectation	Students'. perception	SERVQUAL GAP
Assurance	3.84	3.68	-0.16
Responsiveness	4.02	4.21	0.19
Reliability	3.86	4.18	0.32
Tangibility	3.85	4.22	0.37
Empathy	3.76	4.12	0.36
Overall mean score	3.87	4.10	0.22

Source: Developed by Authors.

Table IX shows the gap between students' expectations and perceptions. The results showed that the overall level of perception of all dimensions was higher than the level of expectation, only the assurance dimension resulted in a negative gap. This positive gap illustrates that students are satisfied with the lecturing online service.

Based on the gap value for each dimension, the result is that the tangibility dimension has the highest positive value (0.37), so that the tangibility dimension becomes the dominant dimension in supporting student satisfaction with the quality of the online lecture process at University of Trunojoyo Madura.The study revealed that physical evidence such as lecture media used by lecturers when lecturing online, uniforms, appearance and behaviour of lecturers resulted in students' satisfaction. Thus, it shows that students' attach importance to the tangible dimension because the service at the university is an intangible service. Therefore, in the Covid-19 pandemic conditions, students are very concerned with the media or technology used by lecturers in the lecture process (tangibility dimensions).

TABLE VII: CUSTOMER SATISFACTIONS CONCERNING EMPATHY

	Empathy dimension	Students' expectation			Students' perception		
		Mean	S.D	Level	Mean	S.D	Level
18	The lecturers are able to communicate effectively.	3.83	1.02	High	4.15	0.78	Highest
19	The lecturers give personal attention to all students.	3.67	0.96	High	4.12	0.89	Highest
20	The lecturers know your specific needs.	3.77	0.97	High	4.10	0.92	Highest
	Overall mean score	3.76	0.98	High	4.12	0.86	Highest

Source: Developed by Authors.

TABLE VIII: OVERALL MEAN SCORE OF CUSTOMER SATISFACTION TOWARDS SERVICE QUALITY

Five dimensions	Students' expectations			Students'perception		
	Mean	S.D	Level	Mean	S.D	Level
Assurance	3.84	1.07	High	3.68	0.74	Highest
Responsiveness	4.02	0.89	High	4.21	0.90	Highest
Reliability	3.86	0.94	High	4.18	0.89	Highest
Tangibility	3.85	0.96	High	4.22	0.95	Highest
Empathy	3.76	0.98	High	4.12	0.86	Highest
Overall mean score	3.87	0.97	High	4.10	0.74	Highest

Source: Developed by Authors.

D. Discussion

The SERVQUAL concept is used to measure the difference between customer expectations and their perceptions of a product (service) in the form of a SERVQUAL gap score, where this concept is widely used by various service companies and has proven to be very useful in assessing the level of service quality.

This research is focused on measuring service quality, especially on how an online lecture service on the University of Trunojoyo Madura can meet or exceed the expectations of external customers, namely students. The SERVQUAL concept proves to be very useful in assessing the level of service quality. Parasuraman *et al*. (1991), argues that, by slightly modifying the SERVQUAL approach, this approach can be used to measure service quality in various service companies including the University of Trunojoyo Madura.

In this study, the overall gap score of the five dimensions in the SERVQUAL measurement obtained positive results, this implies that the students' expectations for the quality of lectures on the University of Trunojoyo Madura are not only met but actually exceeded so that with this condition the University of Trunojoyo Madura management has able to supply various service features so that students feel satisfied with the lecture process at the University of Trunojoyo Madura.

Furthermore, the SERVQUAL measurement is an instrument that is general in nature and can be implemented universally, so that this SERVQUAL measurement can be carried out repeatedly, regularly and is useful for comparative comparison purposes. As a service organization, the University of Trunojoyo Madura can regularly use the SERVQUAL measurement every year to measure the quality of service to students, so that students get a sense of satisfaction. The reasons for the survey are carried out annually or every certain period, for the following reasons:
- to obtain information on annual service quality as comparison;
- to improve services in an effort to meet student expectations regarding services for more complex learning processes; and
- to determine the effectiveness of service quality development, especially in the online learning process.

V. Conclusion

The service business has grown rapidly in the last few decades. The rapid development of the service business is followed by the increasing demand from customers for high-quality services. This also happened on the University of Trunojoyo Madura. To maintain customer satisfaction, especially with students, the University of Trunojoyo Madura needs to analyze the expectations and perceptions of students on the quality of lecture services that have been delivered, especially by lecturers at the University of Trunojoyo Madura during the Covid 19 pandemic.

In this study, the instrument of SERVQUAL developed by Parasuraman (1985), has been applied in designing a questionnaire using five dimensions of service quality: tangible, reliability, responsiveness, assurance, and empathy. Data were collected from questionnaires distributed to 130 students from seven faculties within the University of Trunojoyo Madura. Questionnaires were delivered to students aimed at knowing the level of students' expectations and perceptions of the quality of service from lecturers, especially in the online lecture process.

The results showed that the responsiveness dimension according to student expectations was at the highest level, while the tangibility dimension was at the highest level based on student perceptions. Furthermore, the results of this study based on the value of the gap between student expectations and student perceptions of the quality of lecturer services obtained positive results, where the average perception score as a whole has a higher value than the average score of student expectations, resulting in a positive SERVQUAL gap. Therefore, in this study, the students expressed satisfaction with all dimensions of service quality of the online learning process at the University of Trunojoyo Madura. Furthermore, with student perception scores that exceed student expectations about the quality of online learning services at the University of Trunojoyo Madura, so this study is different from the results of research conducted by Said *et al*. (2013). So, with these different results, it can add to the study of research results related to measuring service quality in companies or service sectors.

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