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Impact of Islamic-Based Services Provided by Lecturers and Staff on Students' Perceptions of Religiosity

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Abstract. This paper aims to determine the relationship between Islamic values of lecturers and academic staff towards student perceptions on religiosity. This paper established a regression equation model between the two and explained the importance of the Islamic values of lecturers and academic staff to improve student religious behavior and attitude. This study used a quantitative survey method in the form of a relationship survey. The total population was 3,194 students at one of the largest State Islamic Universities in Indonesia. The research sample was taken randomly. A sample of 750 respondents was obtained from four study programs. The instrument used was a questionnaire consisting of 24 statements using a Likert scale. The results of the study showed that the Islamic-based and the dimensional aspect (Islamic values) of lecturers and academic staff services, had a significant effects on student perceptions. The conclusion drawn was that the dimensions of the Islamic values of lecturers and academic staff had a significant effect on positive perception aspects. The implication of practice or policy is that policy makers are required to improve Islamic-based

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academic and non-academic services in order to change the character and increase the positive perspective of students.

Keywords: Islamic value; Islamic state universitas; students' perception; academic staff; student's behavior

1. Introduction

Higher education plays a central role in the development of human resources, serving as a key factor in enhancing individual capacities within society. The understanding of the significance of higher education has been increasingly underscored by the contributions of educational innovation to the success and sustainability of a knowledge-based economy (Dill & Vught, 2010; Zulaiha & Triana, 2023). Pramesworo (2018) also said the primary objective of higher education is to equip students with fundamental knowledge and skills sufficient to face real-world challenges. Therefore, universities function as educational service providers with the aim of educating students with relevant knowledge and skills.

The concept of higher education as a service can also be applied from a business perspective, where institutions of higher learning can be considered as producers generating the "product" of educated students. In this paradigm, students are regarded as "customers" who utilize the educational services provided by the university (Albulescu & Albulescu, 2014; Manea, 2014). The influence of knowledge, both acquired inside and outside the classroom, is acknowledged as a key element that shapes student performance (Wang et al., 2011). Thus, a profound understanding of the dynamics of the relationship between higher education institutions, educational services, and students as customers is crucial in comprehending the role of higher education in fostering human resource development and achieving sustainable economic success.

In Indonesia, there are significant differences between Islamic and non-Islamic universities across various dimensions. One key distinction lies in the vision and mission of the personnel serving the students at these universities (Dyer & Erickson, 2023). Non-Islamic universities generally provide academic and non-academic services akin to most universities worldwide. These services are rendered without a particular emphasis on religious values. In contrast, at Islamic universities, the services encompass not only academic and non-academic aspects but are also rooted in the delivery of religious values (Rifa'i et al., 2021; Wulan et al., 2021). This approach aims to cultivate an academic atmosphere infused with religious nuances, directing students not only towards worldly concerns but also towards a perspective on the afterlife. The impact of these differences creates a unique educational environment in both types of universities (Wigati et al., 2023). In non-Islamic universities, students tend to be exposed to a more secular and universal framework of thought, with an emphasis on general academic aspects. On the other hand, in Islamic universities or in Islamic institution, the religious approach permeates every aspect of services, fostering an atmosphere where students are not only intellectually empowered but also provided with moral and spiritual foundations (Jannah &

Usriyah, 2023). Of course, these differences also reflect the diversity in educational approaches in Indonesia. Universities, whether Islamic or non-Islamic, play a crucial role in shaping the character and worldview of students in alignment with the values upheld by each institution.

Based on the explanation above, higher education institutions generally have a role in serving students based on quality service principles, but Islamic tertiary institutions have a challenging and very complex role. Islamic tertiary institutions have an obligation not only to serve students as customers in a quality manner but also to become agents of change in students' religious attitudes, values and behavior. Both faculty and staff were subject to the change. Therefore, this empirical research describes the effects of the Islamic character of lecturers and academic staff in influencing student perceptions on religiosity.

2. Literature Review

2.1 Islamic-based Service Quality

In an effort to test the effects of Islamic-based service quality, this research considers various aspects, one of which is student perceptions (Shahzad et al., 2021). Customer perception states refer to beliefs regarding the delivery of services that function as Islamic norms or references used to evaluate performance in the context of Islamic universities (Zeithaml et al., 2013). Evaluating service quality involves comparing student perceptions with the existing reality. Zeithaml et al., (2013) also said that understanding the expectations of students as customers is considered the initial and most fundamental step in providing quality, Islamic-based services. A profound understanding of students' perceptions of these services provides a crucial foundation for the development and enhancement of service quality aligned with Islamic values, thereby supporting the achievement of religion-based educational goals.

Negative student perceptions can lead to losses in a competitive market (Zeithaml et al., 2013). As a result, resources, time and costs appear to have been wasted. In other words, customers must feel that they are receiving negative value for the money and time they spend. Value can mean the benefits of buying a particular product or service. Today, it's important to sell value or benefits, not just lower-priced products and services. Value and price show a positive or negative correlation (Quareshi, 2017), but Islamic values can show positive perceptions (Hadi, 2023; Rifa'i et al., 2021). From the customer's point of view, in this case, price is not everything, but the time spent on educational services and the effort put into obtaining information is a larger non-monetary sacrifice. Customer expectation is an important point in higher education for customers, educators, mainstream media, practitioners and researchers (Retnaningsih et al., 2023). In accordance with Bitner et al., (2010), when student services do not align with students' expectations, it gives rise to a Gap. The gap refers to the disparity between students' expectations or anticipations of student services and what they actually receive. When there is a mismatch between expectations and reality, it can lead to feelings of dissatisfaction or mismatch among students. Consequently, the university is obligated to make efforts to eliminate such gaps.

Customer expectations must be understood and explored to meet the requirements of successful university service marketing. Aspects of customer expectations that will be addressed are types of service expectations standards, factors that effects customer service expectations, factors that contribute to changing customer expectations, and how universities can meet or exceed customer expectations (Zeithaml et al., 2013). Universities that provide quality educational services to help their students become professionals in their fields, as well as realize the main vision and mission of Islamic colleges through the provision of quality services, will have a positive impact on creating a religious institutional atmosphere. It is expected that quality academic and non-academic services will influence the character of students to become more religious.

2.2 Impact on Islamic-based Service Quality to students

The Islamic University presents different services in providing for the academic and non-academic needs of students. Islamic values are taught in the form of service behavior, such as in class or outside the classroom. In the classroom, lecturers teach with a religious approach. This is in accordance with previous research which states that the Islamic value approach is a culture of forming Islamic character in Islamic universities (Munifah et al., 2020; Rifa'i et al., 2021). Technological developments in Indonesia cannot be separated from changes in social and cultural behavior (Hidayati et al., 2023). Therefore, Islamic religious education needs to be accelerated on campus in the Disruption Era. Islamic values are religious characters that must be owned by the younger generation in Indonesia because of the growing and dangerous global challenges such as cultural conflicts and the decline in students' morals and ethics (Arifin, 2021). Western culture is a matter of concern to adherents of Islam, because morals tend to be in conflict with Islamic principles and eastern culture.

For a long time this religious character has developed as social integration between lecturers and students (Ene & Barna, 2015). This social integration will create a sense of sensitivity and empathy for lecturers, staff and students. With religious integration, this strategy is actually character education that is able to improve religious social pedagogy skills and is able to increase student discipline at Islamic universities (Ismail et al., 2013). According to them, education is an important instrument in carrying out an action. Recently there was a study which stated that a religious workplace can influence the attitude of lecturers at a tertiary institution (Soliman et al., 2021; Tahmasbipour & Taheri, 2011). Research reveals that a religious workplace can increase engagement, commitment, workforce agility, trust, and empowerment of lecturers. This proves that this research is very likely to be developed further which makes students as research subjects. Like research conducted by Chiang et al., (2020) which showed that spiritual education in non-religious studies classes can in fact increase spiritual competence. In addition, in Islamic religious character education, higher education does not only place lecturers as teachers but also as good role models and mentors (Jaafar et al., 2012). In this way, students are expected to be able to increase self-efficacy in integrating Islamic religious knowledge in everyday life. However, if observed more deeply, the role as a good role model is not only aimed at lecturers. Higher education as a whole also has a big role in changing religious attitudes, values and behavior (Hartley III,

2004; Woessmann et al., 2022). Figure 1 presents students' perceptions which is influenced by the Islamic character of lecturers and academic staff.

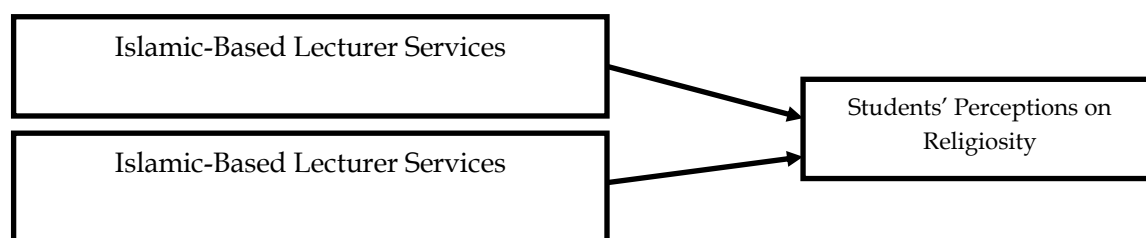


Figure 1. Impact on Islamic-based Services to students' perceptions on religiosity

Based on the illustration above, it can be deduced that university members, especially lecturers and academic staff, have the potential to influence the level of student satisfaction. Satisfaction in this context is described as perceptions related to the values, character, and behavior of students in their daily lives (Jaafar et al., 2012). Furthermore, institutionally, the roles of lecturers and academic staff, who interact directly with students, have a significant impact on shaping religious attitudes, values, and behaviors of students. Moreover, the knowledge and experiences gained by students during their time in higher education institutions can have a greater influence on their dimensions of religiosity (Frida et al., 2019). This highlights the importance of the active and positive roles played by university members in shaping the experiences and perspectives of students, particularly in the context of religious values.

3. Methodology

3.1 Research Design

This study adopts a quantitative survey method as an analytical tool, employing relationship surveys as its primary form. A category of relationship surveys is specifically designed to inquire about various aspects of student interactions with different university components, such as faculty and staff (Cresswell, 2012). The survey approach is not only comprehensive but also aims to provide a profound understanding of student interactions with various entities within the university environment. Through this method, in-depth analyses of the strengths and weaknesses in their relationships, aiding in the improvement and development of more effective policies (Zeithaml et al., 2013). This relationship survey serves as an effective instrument for gaining insights into the dynamics of interactions between students and university components, with a focus on elements that may influence the quality of these relationships. Thus, this research has the potential to make a significant contribution to improving the quality of relationships among students and various aspects of the university. More specifically, this research can examine the gap between students' expectations or anticipations of Islamic-based student services.

3.2 Sample and Data Collection

The population of this study were all students of the Faculty of Educational Sciences. This faculty offers educational services in education at one of the largest State Islamic Universities in Indonesia. The total population was 3,194

students, but only 750 students was randomly selected from all study programs as the respondents. The study programs included the Madrasah *Ibtidaiyah* Teacher Education (PGMI) study program, Arabic Language Education (PBA) study program, Islamic Religious Education (PAI) study program, and Early Childhood Islamic Religious Education (PIAUD) study program. The instrument used was an internal survey. Thus, the questionnaire consisted of 24 statements using a Likert scale. The five-point Likert scale was divided into Very Appropriate (5), Appropriate (4), Neutral (3), Inappropriate (2), and Very Inappropriate (1). The questionnaire consisted of three dimensions, namely the dimensions of the Islamic-based lecturer services, the Islamic-based academic staff services, and student perceptions on religiosity. The Islamic character dimension of the lecturer and academic staff is an aspect that is based on Islamic values. While the dimensions of student perceptions were based on student satisfaction. They are presented in table 1.

Table 1. The blueprint of internal survey

Aspect	Indicator	Theoretical Basis
Islamic-Based Lecturer Services	X1 The lecturers in Islamic dress.	(Jaafar et al., 2012)
	X2 The lecturers open the lecture by Islamic greeting	(Jaafar et al., 2012)
	X3 The lecturers associate the material with Islamic elements.	(Jaafar et al., 2012)
	X4 The lecturers can read the Koran.	(Jaafar et al., 2012)
	X5 The lecturers pray prayers on time.	(Jaafar et al., 2012)
	X6 The lecturers use various methods and learning media.	(Zeithaml et al., 2013)
	X7 The lecturers according to their field of expertise.	(Zeithaml et al., 2013)
	X8 The lecturers provide new learning experiences.	(Zeithaml et al., 2013)
	X9 The lecturers provide teaching material clearly	(Zeithaml et al., 2013)
Islamic-Based Academic Staff Services	X1 0 The academic staffs in Islamic dress.	(Jaafar et al., 2012)
	X1 2 The academic staffs open the conversation by Islamic greeting.	(Jaafar et al., 2012)
	X1 3 The academic staffs greeted each other.	(Jaafar et al., 2012)
	X1 4 The academic staffs follow prayers on time.	(Jaafar et al., 2012)
	X1 5 The academic staff assist students when facing academic problems.	(Zeithaml et al., 2013)
	X1 6 The academic staff convey service procedures clearly.	(Zeithaml et al., 2013)
	X1 7 The academic staff responds to students quickly.	(Zeithaml et al., 2013)
	X1 The academic staff have discipline in the	(Zeithaml et al.,

Aspect	Indicator	Theoretical Basis
Students' perception on religiosity	8	workplace.
	Y1	The students have a close engagement with the university
	Y2	The students are committed to worship well.
	Y3	The students are committed to Islamic behavior.
	Y4	The students know the relationship between courses and religiosity
	Y5	The students can empower knowledge.
	Y6	The students increasingly trust the university.

The survey above was converted into a Google Form and then distributed to students within the timeframe from August 2023 to October 2023.

3.3 Data Analysis

In the data analysis process, specific steps were implemented to ensure the accuracy and validity of the results. Firstly, data editing was conducted to check the completeness of the questionnaire, ensure the clarity of the questions, and evaluate the completeness of the responses within it. Subsequently, in the data processing stage, answers from the questionnaire were transferred to Microsoft Excel to be processed into graphs that visualize the data more clearly. The data cleaning process was carried out through a reexamination activity to detect and rectify errors that might have occurred during the data collection process.

The survey data collected were analyzed using Microsoft Excel and SPSS 25 Software. The aspect of Islamic-based lecturer services and Islamic-based academic staff services were the independent variable (X). Aspects of students' perception on religiosity was the dependent variable (Y). Variable Y is the effect of the action of variable X. The data were tested for correlation to determine the relationship among aspects. If the significance value is < 0.05 , there is a correlation. Furthermore, the correlation is seen by the strength of the correlation.

Table 2. Correlation intensity criteria

Correlation	Interpretation
0 – 0.20	The correlation between variables x and y is very weak (no correlation)
0.20 – 0.40	There is a weak or low correlation
0.40 – 0.60	There is a moderate correlation
0.60 – 0.90	There is a strong and high correlation
0.90 – 1.00	There is a very strong or very high correlation

If the data has a moderate, strong, or very strong correlation, it is tested for linearity. The linearity test serves as assumption test. If the deviation from linearity shows a significance value of > 0.05 , the data is linear. The data that is declared linear is tested using linear regression test to determine whether Islamic-based lecturer and academic staff services affects the dimension of students' perception. If the significance value < 0.05 , the X variable has a significant effect on the Y variable. If the significance value is > 0.05 , this shows that the X variable has no effect on the Y variable. If the significance value = 0.05, t-count is compared to the t-table.

Furthermore, data analysis was performed using following steps. Firstly, descriptive analysis was employed to elaborate on the data, allowing for deeper general conclusions. Then, correlation tests were conducted to determine the relationships among the studied variables/aspects. The next step involved testing the assumption of linearity to evaluate the extent of the linear relationships among the variables/aspects. Finally, linear regression tests were applied as an advanced step to assess the influence of one variable on another, providing a more profound understanding of the relationships within the data. All these steps provided a robust foundation for the comprehensive interpretation of the data analysis results.

4. Results

In this study, the questionnaire responses obtained from 750 respondents were analyzed statistically. The aim of this analytical process was to provide a comprehensive overview of the characteristics and response patterns of the participants. The results of the descriptive analysis, presented in Table 3, offered clear and structured information regarding the distribution and variability of the data gathered through the questionnaire. This table serves as the foundation for evaluating and drawing general conclusions from the respondents' feedback, facilitating a better understanding of specific aspects investigated in this study.

Table 3. Students' perception on the Islamic-based lecturer and staff services at the Faculty of Educational Sciences

Description	Islamic-Based Lecturer Services	Islamic-Based Academic Staff Services	Students' Perception on Religiosity
N	750	750	750
Average	3.62	3.57	3.82
Standard Deviation	0.65	0.74	0.73
Variance	0.42	0.55	0.54
Minimum Value	1	1	1
Maximum Value	5	5	5

Table 3 provides an overview that students, as respondents, gave diverse responses to the questionnaire. The range of values in the data was from 1, meaning 'not suitable at all,' to 5, meaning 'highly suitable.' The average for Islamic-based lecturer services was 3.62, thus categorized as 'suitable.' Meanwhile, the average for the aspect of student perception on religiosity was 3.82 also categorized as 'suitable.' The average for Islamic-based academic staff services reached 3.57 indicating that the services can be considered 'suitable.' In line with this, students' perceptions of the aspects of lecturer and staff services based on Islam could be classified as 'satisfied,' indicating that the services met their expectations.

It is important to note that the variation in students' answers in the questionnaire reflects the diversity of their perceptions of Islamic-based lecturer services. Despite the variation, the averages reaching the 'suitable' level indicated that the majority of students are satisfied with the services. Further analysis of students' perceptions could provide additional insights into understanding which aspects might require further attention or improvement to enhance service quality and better meet students' needs. The assessment of students' perception on the Islamic-based lecturer and staff services at the Faculty of Educational Sciences consisted of several sub-assessments. Based on the results of the survey of students' perception on the Islamic-based lecturer and staff services, the following results were obtained.

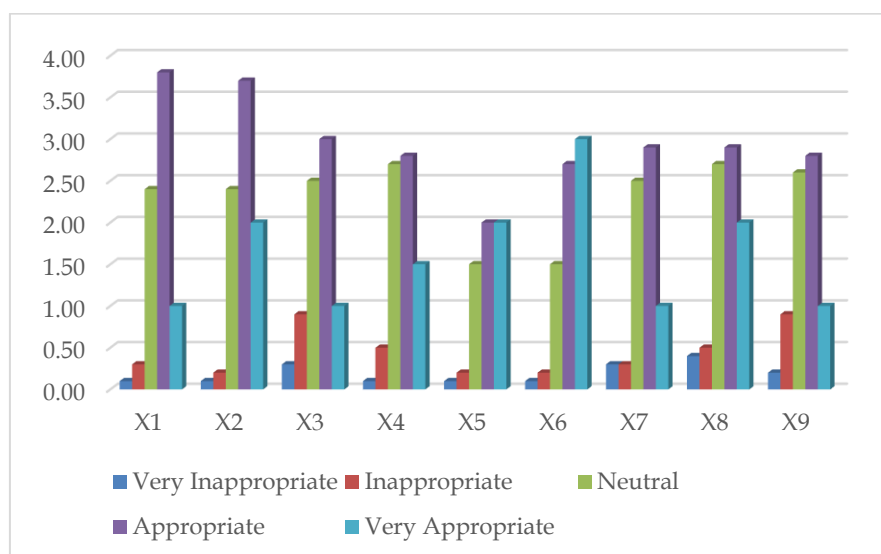


Figure 2. Results on Islamic-based lecturer service

Based on the results presented in figure 2, most students considered that Islamic-based lecturer and service was appropriate. The results indicated that the Faculty of Educational Sciences has good Islamic-based lecturers services.

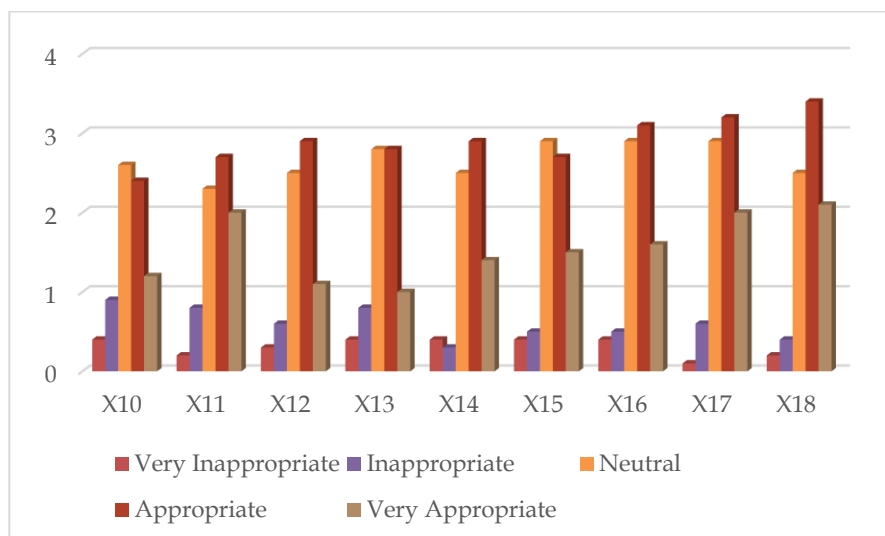


Figure 3. Results on the Islamic-based academic staff service

Data shown in figure 3 indicated that, students' perceived the Islamic-based academic staff as appropriate. Therefore, the Islamic-based academic staff service of the Faculty of Educational Sciences is good.

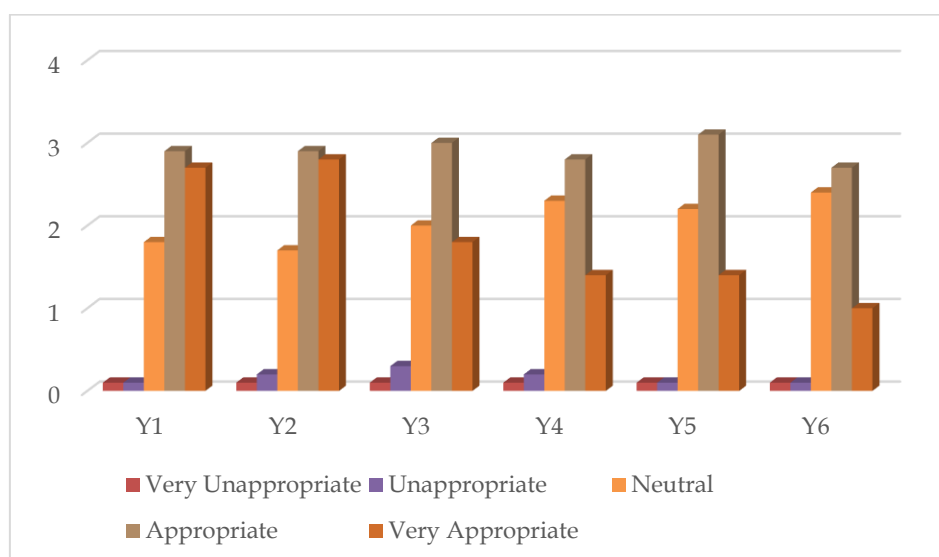


Figure 4. Students' perception on religiosity

Figure 4 shows the influence of Islamic-based lecturer and academic staff services. Based on data above, students' perceived that the students' perception of the Islamic-based lecturer and academic staff services at the Faculty of Educational Sciences is appropriate, and considered as at good level.

After descriptive analysis, the data were tested for correlation to determine the relationship among aspects. The first correlation test was between the aspects of Islamic-based (lecturer and academic staff) services and students' perception. Table 4 presents the results of the correlation test between Islamic-based lecturer services and students' perceptions.

Table 4. Correlation test results between the aspects of Islamic-based lecturer services and students' perception on religiosity

		Islamic-based lecturer services	Students' Perception on Religiosity
Kendall's tau	Correlation Coefficient	1.000	.655**
	Islamic-based lecturer services	Sig. (2-tailed)	.000
		N	750
	Students' Perception on religiosity	Correlation Coefficient	.655**
	Sig. (2-tailed)	.000	.
	N	750	750
Spearman's rho	Correlation Coefficient	1.000	.812**
	Islamic-based lecturer services	Sig. (2-tailed)	.000
		N	750
	Students' Perception on religiosity	Correlation Coefficient	.812**
	Sig. (2-tailed)	.000	.
	N	750	750

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the Spearman's rank correlation test showed a significance value of 0.00, which was smaller than the significance level of 0.05 or 0.01. This indicated a correlation between the aspects of Islamic-based lecturer services and students' perception **on religiosity**. The correlation coefficient of 0.812 derived from this test suggested a strong or high correlation between the two. This positive correlation confirmed that there was a unidirectional relationship, meaning that an improvement in the aspect of Islamic-based lecturer services was associated with an increase in students' perception **on religiosity**, and vice versa. In other words, as the quality of Islamic-based lecturer services improved, students' perception tends to increase, and conversely.

Furthermore, the results of the linearity assumption test were presented in Table 5. This test aimed to ensure that the relationship between the aspect of Islamic-based lecturer services and students' perception **on religiosity** could be explained linearly. The outcomes of this test provided additional information about the conformity of the data with the assumption of linearity, which was

crucial in interpreting the analysis results and understanding whether the pattern of the relationship between variables was linear or not. Thus, this analysis established a robust foundation for further understanding the connection between Islamic-based lecturer services and students' perception **on religiosity**.

Table 5. Results of Linearity assumption test

			Sum of Squares	df	Mean Square	F	Sig.
Students' Perception on religiosity	Between Groups	(Combined)	2866271.634	44	65142.537	37.340	.000
		Linearity	2817540.342	1	2817540.342	1615.009	.000
	* Islamic-based lecturer services	Deviation from Linearity	48731.291	43	1133.286	.650	.960
Within Groups		1229941.018	705	1744.597			
Total			4096212.652	749			

The results presented in table 5 indicated a significant deviation value (sig. deviation) of 0.960, exceeding the significance threshold of 0.05. This finding suggested that the data on the aspect of Islamic-based lecturer services and students' perception **on religiosity** exhibit a linear pattern, meaning their relationship could be explained linearly. To measure the extent of its influence, the linear data was further tested through regression analysis, and the results can be found in Table 6.

Table 6 presented the results of the linear regression test, providing additional information on how much the variable of Islamic-based lecturer services can predict or influence students' perception **on religiosity**. These results aided in understanding the significance level and direction of the relationship between the two variables.

Table 6. Coefficients test results

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	12.674	8.612			1.472	.142
	Islamic-based lecturer services	.950	.023	.829		40.598	.000

a. Dependent Variable: Students' perception **on religiosity**

In the context of the analysis shown in Table 6, the aspect of Islamic-based lecturer services acts as the independent variable, while the aspect of students' perception **on religiosity** served as the dependent variable. The significance value reached 0.000, which was smaller than the significance threshold of 0.05 or 0.01, which indicated that the reliability aspect, specifically the Islamic-based lecturer services, had a significant influence on students' perception **on religiosity**. The regression equation $Y = 12.674 + 0.95X$ formed from the analysis results provided an overview of the relationship between the aspect of students' perception **on religiosity** (Y) and the variable of Islamic-based lecturer services (X). In this equation, 12.674 was the intercept, representing the value of the aspect of students' perception when the variable of Islamic-based lecturer services (X) equals zero. The regression coefficient of 0.95 signified that each increase of one unit in the variable of Islamic-based lecturer services would result in an increase of 0.95 units in the aspect of students' perception **on religiosity**. This information offers a deeper understanding of the extent and direction of how this relationship unfolds.

The next step in the data analysis involved assessing the relationship between the reliability aspect, which included Islamic-based academic staff services, and students' perceptions **on religiosity**. As an initial step, a correlation test was conducted as a method to measure the interconnection between these two aspects. The information related to the results of the correlation test was then revealed through the presentation of data in table 7, providing an initial overview of the extent to which there was a connection between service reliability and students' perceptions.

Table 7 served as a visual container providing a detailed overview of the correlation test results. This statistical analysis included an assessment of the significance and strength of the relationship between the reliability variable and the students' perception variable. The values revealed in table 7 serve as the basis for evaluating whether there was a connection between Islamic-based academic staff services and students' perceptions or not.

Table 7. Correlation test results between the aspects of Islamic-based staff services and students' perception on religiosity

			Islamic-based staff services	Students' perception on religiosity
Kendall's Tau	Islamic-based staff services	Correlation Coefficient	1.000	.581**
		Sig. (2-tailed)	.	.000
		N	750	750
	Students' perception on religiosity	Correlation Coefficient	.581**	1.000
		Sig. (2-tailed)	.000	.
		N	750	750
Spearman's Rho	Islamic-based academic staff	Correlation Coefficient	1.000	.740**
		Sig. (2-tailed)	.	.000

services	N	750	750
Students' perception on religiosity	Correlation Coefficient	.740**	1.000
	Sig. (2-tailed)	.000	.
	N	750	750

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation test shown in Table 7, a significance value of 0.00 was found, which was smaller than the significance threshold of 0.05. This indicated a correlation between Islamic-based academic staff services and students' perception **on religiosity**. The correlation coefficient value of 0.740 indicated a strong or high correlation between the aspects of Islamic-based academic staff services and students' perception **on religiosity**. This positive correlation signifies that the relationship between the two variables is unidirectional, meaning that an increase in Islamic-based academic staff services will be followed by an increase in students' perception, and vice versa.

Furthermore, a linearity assumption test was conducted to ensure that the relationship between the variables could be explained linearly. The results of the linearity test found in Table 8, provides further insights into the compatibility of the data with the linearity assumption.

Table 8. Results of Linearity assumption test

			Sum of Squares	df	Mean Square	F	Sig.
Students' perception on religiosity * Islamic-based staff services	Between Groups	(Combined)	2380062.722	44	54092.335	23.479	.000
		Linearity	2251586.750	1	2251586.750	977.291	.000
		Deviation from Linearity	128475.971	43	2987.813	1.297	.100
	Within Groups		1624253.637	705	2303.906		
Total			4004316.359	749			

In the data analysis, a significance deviation value of 0.100, which was greater than the significance threshold of 0.05, indicated that the data regarding the aspect of Islamic-based academic staff services and students' perception **on religiosity** was linear. In other words, the pattern of the relationship between these two variables could be explained linearly. As a subsequent step, a linear regression test was employed to assess the extent of the influence of Islamic-based academic staff services on students' perception **on religiosity**. The results of this test were then presented in Table 9, providing detailed information on the significance level and the impact of this linear relationship.

From the results shown in Table 9, we can comprehend the outcomes of the linear regression test, offering an overview of how the variable of Islamic-based academic staff services can predict or influence students' perception **on**

religiosity. This information is crucial for interpreting the relationship between these two variables, enhancing our understanding of the factors that may influence students' perception **on religiosity** of academic services based on Islamic principles.

Table 9. Result of Linear Regression Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	74.354	10.083		7.374	.000
Islamic-based academic staff services	.849	.027	.750	30.998	.000

a. Dependent Variable: Students perception on religiosity

The table above provided an overview that the aspect of reliability (Islamic-based academic staff services) serves as the independent variable, while students' perception was used as the dependent variable. The significance value of 0.000, which was less than the 0.05 significance level, indicated that the reliability aspect, particularly the Islamic-based staff services, has a significant influence on students' perception **on religiosity**. This implied that changes in the reliability aspect have the potential to had a significant impact on how students perceive the provided services.

The regression equation $Y = 74.354 + 0.849X$ formulated from the analysis results illustrated the relationship between the aspect of students' perception **on religiosity** (Y) and the variable of Islamic-based staff services (X). In this equation, 74.354 represented the intercept, indicating the value of students' perception aspect when the variable of Islamic-based academic staff services (X) was equal to zero. The regression coefficient of 0.849 implied that each one-unit increase in the variable of Islamic-based staff services will result in an increase of 0.849 units in the aspect of students' perception **on religiosity**. This information provided a deeper insight into the extent and direction of the development of this relationship.

5. Discussion

The findings from the completion of data analysis indicated that Islamic-based lecturer services had a significant influence on various aspects of student perception **on religiosity**. This influence could be quantified through the regression equation discovered, namely $Y = 12.674 + 0.95 X$, where Y represented the variable describing the aspect of student perception, and X represented the variable reflecting Islamic-based lecturer services. The regression equation can be interpreted to mean that each increase of one unit in Islamic-based lecturer services would be followed by an increase of 0.95 units in the aspect of student perception **on religiosity**. This demonstrates a positive

correlation between Islamic-based lecturer services and student perception, which can be considered a positive impact of the implementation of such services. Furthermore, the findings also indicated that Islamic-based educational staff services had a significant influence on the aspect of student perception **on religiosity**. The regression equation for this relationship was found to be $Y = 74.354 + 0.849X$, where Y was the variable describing the aspect of student perception, and X was the variable reflecting Islamic-based educational staff services.

From the regression equation, it could be concluded that an increase of one unit in Islamic-based educational staff services would be followed by an increase of 0.849 units in the aspect of student perception. This implies that the implementation of Islamic-based educational staff services also had a positive impact on student perception. The results of this research indicated that Islamic-based lecturer and educational staff services play a crucial role in shaping the perceptions of both students and pupils. These findings can serve as a foundation for educational institutions to enhance the quality of Islamic-based services, aiming to elevate the overall experience and positive perceptions of both students and pupils.

The correlation data presented depicted a significant association between variable X, encompassing services provided by Islamic-based lecturers and academic staff, and variable Y, reflecting students' perceptions. Students' perceptions were considered as a direct outcome or impact of the actions taken by academic staff and lecturers grounded in the principles of Islam. A comprehensive explanation of the relationship between these two variables is based on the theoretical foundation of changes in Islamic religious attitudes and the quality of education management (Munifah et al., 2020; Rifa'i et al., 2021).

In detail, this relationship can be elucidated by considering how students hold a positive view of the Islamic character manifested in both academic and non-academic services. Survey findings indicate that overall, students perceive that religious services have the potential to induce changes in their daily behavior and actions (Aminnuddin, 2020; Astuti et al., 2021). This aligns with the theoretical basis suggesting that interactions with Islamic-based services can shape positive changes in students' attitudes and behaviors (Islamic et al., 2024). The importance of the quality of religious services in an educational context is evident from how students collectively provide positive assessments of the Islamic character within the academic and non-academic realms. Surveys demonstrated that this positive perception permeates throughout students' behavior, indicating that religious services not only impact their understanding of religion but also shape their conduct in daily life. Thus, the results of this research underscore the importance of maintaining and enhancing Islam-based services to support the holistic development of students. Jaafar et al., (2012) expounded that Islamic campus services are capable of providing a positive example for their recipients, forms the foundational understanding concerning the interaction between students and their academic environment. This is further reinforced by the observation that students demonstrate a strong engagement with the character of Islamic values embodied in the vision and mission of

Islamic universities (Abdulkabir, 2023). The religious character, as highlighted by the research of (Rifa'i et al., 2021), plays a crucial role in shaping the character of graduates. In this context, the understanding that graduates from Islamic universities possess a superior religious character compared to graduates from general universities becomes a key aspect driving the development of religion-based education (Sarhini et al., 2021). Lecturers and academic staff, as representatives of intellectuality and morality on campus, serve as exemplary and noble figures for students. Their actions on campus not only influence academic aspects but also impart positive perspectives and behaviors to students.

Furthermore, students' awareness that life is not just about worldly affairs but also involves contemplation of the afterlife reflects their commitment to religious values. This is manifested in the intensity and discipline they exhibit in practicing worship (Savickaya et al., 2022). The increasing involvement with worship indicates the positive impact of religious services in the campus environment, which not only creates an academic setting but also shapes the spiritual and moral dimensions of students' lives. Thus, it underscores the importance of the roles of lecturers, academic staff, and religious services in shaping the character and behavior of students in the Islamic educational environment.

The importance of integrating students' worldly knowledge with Islamic principles, as highlighted by Soliman et al., (2021), stands out prominently in the context of education at Islamic universities. Students feel that the knowledge they acquire in class is not only related to academic aspects but is also closely tied to the dimensions of their religious life (Hidayati et al., 2023; Islamic et al., 2024). This integration creates a crucial balance between worldly scholarship and Islamic values, providing a holistic learning experience. Furthermore, the maintenance of service quality and religious character in the interaction between universities and students becomes a crucial focus. Good service quality here encompasses not only academic aspects but also involves spiritual and moral dimensions. Interactions grounded in religious character shape a campus environment that supports the holistic development of students, integrating religious values into their daily lives. Moreover, the success of Islamic universities lies not only in their religious vision and mission but also in maintaining excellent services. Following (Zeithaml et al., 2013), universities need to ensure that the services provided reflect realism, empathy, responsiveness, reliability, and assurance. The results of this research affirm that the increased loyalty of students to Islamic universities results from a positive perception of service quality, both in academic and non-academic aspects. Therefore, maintaining high service standards is a critical component in supporting the success and appeal of Islamic universities.

6. Conclusion

Islamic universities are considered primary agents in transforming the character and values of students, as they provide a supportive environment for practicing and integrating Islamic values into everyday life. Based on the recent research, Islamic-based lecturer and academic staff services had a considerable influence

on aspects of student perception. Thus, it can be concluded that the aspect (Islamic-based lecturer services and Islamic-based academic staff services) had a significant effect on student perceptions **on religiosity**. With the presence of Islamic-based services in the university environment, students have the opportunity to integrate Islamic values into their everyday behaviors and actions. Through these services, students have easier access to learning about Islamic principles, practicing worship, and interacting with the Islamic community in the university environment. The role of the university in providing Islamic-based services is crucial in the process of transformation and character formation of students. The university has a unique opportunity to shape and influence students, not only in academic matters but also in the development of moral, ethical, and religious values. Through Islamic-based services, the university can provide a supportive environment for students to practice their religious rituals, deepen their understanding of Islam, and integrate Islamic values into their daily lives. However, this research still had limitations, which are limited to the university sector in the Faculty of Educational Sciences which consisted of four study programs. Thus, wider and larger sampling (across faculties or even across universities) may result in different data. Apart from that, other research can also be used to uncover student services based on different religious values, because this research is believed to be able to contribute to consumer services based on certain contexts.

7. References

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