

## The Development of Learning Services Assessment Instrument Model of Islamic Higher Education

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### Abstract

The Islamic higher educations have an important role in producing the qualified graduates. Therefore, the organization of the Islamic higher educations must be coupled with the quality of learning services. Some institutes and universities are optimizing their learning services, while the others tend to choose different service patterns since there is no standard instrument of the quality of the learning service. This research was conducted to develop an assessment instrument model to measure the learning services in Islamic higher education. This research applied a research and development approach through three stages, namely: pre-development, development, and application of the model. The development of the instrument was done through individual, small group, and large group testing through field tests involving students of Islamic higher education. The instrument model includes the aspects of tangibles, reliability, responsiveness, empathy, and assurance along with the indicators, which is, analyzed using Confirmatory Factor Analysis. The findings of the research shows that learning assessment instrument model of Islamic higher education developed by integrating some aspects categorized as goodness of fit, which is, proved by Lambda score ( $\lambda$ ) > 0,30,  $\rho$ -score ( $p$ ) > 0,05, Root Mean Square Error of Approximation (RMSEA) < 0.08, and Goodness of Fit Index (GFI) > 0.90). The developed instrument has high validity, while the aspects of learning services meet the requirements and are reliably to assess learning services at Islamic Higher Education.

**Keywords:** assessment instrument, learning services, research and development

## **A. Introduction**

Higher education is held to prepare the graduates becomes the members of the community who have the academic and professional ability, able to disseminate science and technology, and able to use science and technology to improve the quality of the people's life. Higher education, in the global constellation, has an important role in transforming science, technology, and social institutions to catch up with the developed countries. Irfan (1993) states that the higher education, in facing the global changes, will carry a greater mandate in the effort of improving the quality of human resources, increasing the mastery of science and technology, and improving the quality of national personality conceptually, practically and culturally. Higher education does not only have a role in educating the community, but it also prepares skilled and professional person. Higher education seems to be the key to develop the science and to improve the quality of society in seizing the opportunity of participating in the transformation of the world and sustainable development.

Higher education is one of the important pillars that are expected to bring about a nation change, since higher education trains people to sharpen and use their ability to solve the problems they face. Higher education comes as a reason to humanize the environment in accordance with the image of man (Drost, 1990). Higher educations, including Islamic higher educations, are expected to contribute to the realization of sustainable development. Islamic higher educations, as an integral part of the implementation of national education, have a strategic role in efforts to improve the quality of human resources, scientific development, and community development.

Higher educations, in the context of Indonesian education, based on the Law of Higher Education Number 12 of 2012 have a role of organizing higher education, research, and community service. Higher education, as an organization, seeks to produce educated human beings. Higher education, in the context of research, seeks to generate empirical and theoretical knowledge, and discover new models of science, technology and or art. The community service is an activity of utilization of science in the effort to give a contribution to the development of the society.

According to Cortese (1997), higher educations, based on the World Declaration of Higher Education, have the ethical, autonomous, responsibility and anticipatory roles. Firstly, the higher educations are obliged to develop their crucial functions through the upholding of ethics, scientific and intellectual firmness through the various activities. Secondly, the higher educations uphold the intellectual authority that society needs in reflecting, understanding and acting. Thirdly, the the higher educations strengthen the critical functions and future-oriented through the continuous analysis of the trends of various aspects while offering solutions. Fourthly, the the higher educations uphold the intellectual and moral capacity and spreads the universally accepted values. Fifthly, the higher educations enjoy the freedom and academic autonomy, remains the full responsibility and accountability to the public. Sixthly, the higher educations help identifying and answering peoples' problems that come into contact with people's welfare.

Ideality of the role of the higher educations, in their operational activities, is based on the standards of Permenristekdikti Number 44/2015. In this context, the Islamic Higher Educations, in responding to the ideal above roles, should able to contribute to the development of the community and able to produce the graduates who have the

academic, professional, and intellectual competence. The academic competence is related to the scientific methodology, professional competence is related to the ability in applying of science-technology in the real life, and the intellectual competence is related to the responsiveness of graduates in facing the various problems of the modern society.

The actualization of the role of Islamic higher educations in order to produce the qualified graduates with particularly criteria need to be coupled with the quality of learning services as one of important factors in providing satisfaction to stakeholders. Dib & Alnazer (2013) emphasized that to achieve the competitiveness of the colleges or universities, there are three factors, namely: service quality, customer satisfaction, and behavioral intentions. Therefore, to establish a good image of the institution in order to attract the interest of local and international students, the Islamic higher educations do not only pay attention to the students' satisfaction, but it must also continue to improve the quality of their learning services.

Similarly, Siram (2015) argues that the improvement of the quality of education becomes a strategic choice as the demands of a competition of all sectors in the national and global scope. The institutions of higher education have to turn into the international institutions and quality management which concern to the consumer-oriented. The higher educations must be more serious in dealing with matters relating to the performance measurement, market share, and issue value for money. The consumer-oriented quality improvement is essential for the continuity of the higher educations. Thus, it becomes a necessity for the organizers of Islamic higher educations to constantly maintain and improve the quality of learning services.

The learning service of Islamic higher educations has not formulated the standard instrument yet, Therefore, in practices, learning service of Islamic higher education is relatively varied according to the internal provisions of each institution, which all directed to provide the best learning service to the students as an effort to improve the quality of graduates and the organization of the institutions. This condition becomes the reason the urgency of this research in order to develop an alternative model of learning service assessment instruments for Islamic higher educations, with the aim of obtaining a good instrument model to assess learning services of Islamic higher educations.

## **B. Literature Review**

### **1. The Essence of Assessment of Learning Services**

Assessment is the process of collecting information is used to make the accountable decision Anderson (2003) and Stark & Thomas (1994). The implementation of the assessment requires an understanding of the people involved, including: the reasons why the assessment is carried out, what information is needed, when information is needed, and how to collect it (Anderson, 2003). It was stated by Astin (1993) that the assessment generally refers to two types of activities, they are: collecting information (measurement), and utilizing information for the benefit of individual and institutional improvement (evaluation). These statements are supported by Kellaghan & Greaney (2001), that is, the assessment is designed to gather information about individual knowledge, attitudes, and skills. Patrick & Peter (1991) argue that the assessment a series of processes or procedures is used to assess individual and group performance

achievements. The assessment may refer to a broad assessment of evidence and aspects of knowledge, understanding, attitudes, and skills through a particular instrument.

Through the assessment, the strength and weaknesses of an institution can be identified to serve as the basis for determining decisions related to the program activities that need to be realized, as well as the basis for providing feedback on things that need to be improved. In the context of learning services of Islamic higher educations, the assessment is based on the collection of information on various efforts to fulfill the various needs of students, to reach the quality of the program improvement of learning service, or to improve the learning service that has been running.

The higher education has a tridharma role, namely: education and teaching, research, and community service. The higher education, in performing its role, involves the various stakeholders, so that the higher education needs to maximize its learning service in the optimization of its functions and roles. Service is an appearance performance, intangible and quickly lost. It can be felt than owned and customers can participate actively in the process of using the service (Supranto, 1997). According to Ismani (2001), a service is a form of work unity of equipment, potentials, and staffs to provide accommodation and activities of a work.. Lukman (2000) supports that a service is an activity or sequence of activities that occurs in the direct interaction between a person to another person. A Service provides customer satisfaction.

A Service is an attempt by a person or group of people or institutions to provide convenience and assistance to the community in order to achieve a certain goal (Suwondo, 2001), or an effort to help prepare (administer) what others need (Soetopo, 1999), or the process of fulfilling needs through the activities of others (Moenir, 1992). Kotler (2008) argues that a service is any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. It's a production may or may not be tied to a physical product. Meanwhile, Lovelock & Wright (1999) has the same opinion, that is, a service is an act or performance offered by one party to another.

A service is directed as an effort of helping others relate to the fulfillment of their needs. A service is more oriented to the effort to give satisfaction to the people served. An activity, in the context of service, includes some elements, they are: the people who provide services, people that need to be served, the process of interaction and communication in service activities, the situation when the service is given, and the product is served.

Learning service as an effort made by a higher education to fulfill the students' needs related to the academic issues, such as: the process of study or the fulfillment of facilities related to lecturing. The learning service includes the series of systematic activities that place it as a system. The learning service of higher educations consists of providing information on academic activities, registration and re-registration services, study plan services, study results, lecturing services, mentoring and consulting services, learning facilities, and other supported learning services that students need in relation to lecturing.

The learning service of higher education is oriented towards providing convenience and fulfillment of student needs, which is identical with student services. (Schuh, Jones, Harper, & Komives, 2011) mention types of student services: curricular, research, community service, administrative, and extra-curricular activities. The curricular service

includes the academic rules, practicum, final assignment, learning evaluation, learning tools, media, and learning resources. The research service consists of the research guidelines, institutional research, research implementation, publications, research seminars, and so on. The community service includes the activities guidelines, program implementation, administration, and publication of program outcomes. The administrative service includes the strategic policies, administration of academic activities (presences, ratings, registration, transcripts of scores), and information systems. The extracurricular service includes the guidance of activities, management of student affairs activities, the development of the students' talent, welfare, and so forth.

## **2. The Aspects of Learning Services**

The level of service quality performed by an institution of services can be mapped into several aspects, namely: tangible, reliability, responsiveness, empathy, and assurance (Pasuraman, Zeithaml, & Berry, 1985). Tangible is a physical of supporting facilities and infrastructure, including: service places, academic staffs' appearance when providing services, and communication tools. Tangible aspect of learning service in the higher educations can be seen from the infrastructure which supports the academic activities, the academic information facilities, the completeness of lecturing references, and so forth. Reliability is concerning with the ability and accuracy of the people in providing services. Service learning reliability aspects the higher educations can be seen from the aspect of the fast service procedure, meticulous, on time, the existence of certainty, and so on. Responsiveness is the convenience of staff to be contacted, the ability to understand the needs and differences of service users' character, sensitivity, and responsiveness, and readiness in fulfilling the needs of service users. Academic staffs need to understand that students who need learning services are not generally synchronized with time and academic activities, and they also express a variety of characters when they need learning services. Therefore, the responsiveness, the sensitivity, and the patience of the academic staffs in providing services to the students are needed.

Empathy is the academic staff's ability to understand customer needs. The empathy aspect of service learning in the higher educations can be seen from the willingness of academic staffs or lecturers to hear the complaints of students, care about the needs of students, and care to help overcoming the student difficulties based on the sincere attitude. Assurance as a guarantee of certainty consists of knowledge, courtesy, and trustworthiness possessed by academic staffs, so that it will not cause doubts and risks due to the services provided. The implementation of this aspect of the learning service is reflected in the lecturers' competence in the learning process, guidance, the lecturers' qualification, hospitality of lecturers and academic staff towards the students, the conducive communication among lecturers and the academic staff, and so forth.

Those learning service aspects above can be measured through the service timeliness, service accuracy, courtesy, and hospitality in providing services, responsibilities related to service acceptance and customer complaints handling, completeness of supporting facilities, ease of service, variety of service model, service flexibility, convenience in obtaining services, and supporting other services (Gaspersz, 1997).

According to Ismani (2001), the quality services needs to be implemented in a series of integrated activities, considering some following characteristics: (a) simple; the services provided are not difficult and the procedure is not long-winded and the process is smooth, (b) open; service delivery should be socialized or announced as widely as possible to the community, (c) appropriate; the directions are exact, exactly no less or more, timely or appropriate in fulfilling the promises, (d) complete; providing the customers' needs and completing service facility, (e) reasonable; procedures for the provision of services are made as necessary, not burdening the customers, (f) affordable; it should pay attention to the level of ability and capability of the people, (g) safe; the service must be able to provide security and comfort along with legal certainty, and (h) fair; the range of services should be sought as far as possible with equitable distribution and fair treatment to each customer.

### **C. Research Methodology**

This study used a research and development (R & D) approach of R & D cycle model developed by Plomp (1982) and Cennamo & Kalk (2005). This research and development can be mapped into three stages, namely: pre-development, development, and application of the model. The development model is adapted from Tessmer (1993) using some stages, they are: individual testing, small group try-out, and field validation and try-out. The subjects of the study were 240 students of State Islamic Institute of Samarinda; 5 students for individual try-out, 20 students for small group try-out, 25 students for limited try-out, 40 students for validation in stages 1, and 150 students for validation in stage 2. This research seeks to develop a model of learning service assessment instrument of Islamic higher education. The development of the assessment instrument starts from the stages of determining the aspects of the learning service as a unit of the measurement model, followed by the preparation of the instrument grid, constructing the learning service assessment instruments, conducting try-out, and dissemination in the final stages.

The data collection techniques used questionnaire and test construct validity. The construct validity is intended to measure theoretical construct through empirical data. The validity of instrument constructs was calculated using factor analysis to find the correlation coefficient between items, transforming the changes through the Extraction Maximum Likelihood (ML) technique to obtain a simpler and easier score to interpret the result by using varimax rotation. Using factor rotation, it will be gained the factor loading. The criteria, used as the basis for the validity of the instrument for each instrument, must have a factor loading score of at least 0.3 (Nunally, 1970). In addition to the validity test, the instrument reliability estimation was also calculated. Reliability is the degree of consistency between the two measurements on the same object (Mehrens & Lehmann, 1991). According to Allen & Yen (1979), reliability is a correlation coefficient between two observed scores obtained from the measurement results using a parallel test. The internal consistency of the instrument can be shown by the coefficient of Cronbach's Alpha (Viswanathan, 2005; Allen & Yen, 1979) and it is considered to be fair at least 0.7 (Koplan & Saccuzzo, 1982; Allen & Yen, 1979; Nunally, 1970; and Mardapi, 2002). In this research, the reliability coefficient of at least 0.7 is defined as the instrument reliability requirement to measure the quality of learning service. The estimation of linear combinations of reliability used the formula from Nunally (1981).

The data were analyzed using Confirmatory Factor Analysis which aimed to get a model of service learning assessment. According to Jöreskog & Sörbom (1996), the assessment model is used to establish the exact measured variable as an indicator of the latent variable. The factor loading estimation of each measured variable in the assessment model can be seen from the lamda parameter ( $\lambda$ ). More specifically, the analysis is used to test whether tangible, reliability, responsiveness, empathy, and assurance aspect can measure the quality of the learning service. The calculation of this analysis used the software program LISREL 8.51. Some criteria for obtaining a good model, namely: Chi-Square ( $\chi^2$ ) obtained from the test has a probability greater than 0.05 ( $p > 0.05$ ), Root Mean Square Error of Approximation (RMSEA)  $< 0.08$ , and Goodness of Fit Index (GFI)  $> 0.90$  (Jöreskog & Sörbom, 1996).

**D. Findings and Discussion**

The development of learning services assessment instruments for Islamic higher education is based on the conceptual, theoretical, and discussion studies with academics and practitioners through focussed group discussion (FGD). Through FGD, it was generated similarity perspective as well as the indicators respectively about the learning service assessment of Islamic higher education. It was found that the tangible aspect includes the availibility of academic infrastructure, the academic guidelines, the learning guides, the research guidelines / final tasks, the academic information facilities, and the completeness of lecturing references in the library. The reliability aspect includes the speed of the academic staffs in providing learning services, the accuracy of the academic staffs in providing learning services, the timeliness in providing learning services, and certainty in providing learning services.

The responsiveness aspect includes the ease of academic staffs and lecturers contacted by the students, the ability of academic staffs in understanding the needs or character of students, the responsiveness of academic staffs to the needs of students, and the readiness of academic staffs serving the needs of students. The empathy aspect includes the willingness of academic staffs and lecturers to hear the complaints of students, the concern of academic staffs and lecturers to meet the needs of students, academic staffs and lecturer care to overcome the students' difficulties, and the sincerity of academic staffs and lecturers help fulfilling the students' needs. The assurance aspect includes the lecturer's competence in learning and mentoring, the suitability of lecturer's skill, the academic staffs and lecturer's friendliness toward students, and the academic staffs and lecturer trust.

Based on the discussion results with the academicians and practitioners, the following grating of the learning services assessment instruments is as follows:

Tabel 1: Key Point of the Instruments Assessment Learning Services

No	ASPECT	INDICATOR/SUB INDICATOR
A.	Tangible	Access to the academic infrastructure. Access to the academic guidelines. Access to the learning guidelines. Access to the research guidelines / final assignment. Access to the academic information facilities. Completeness of reference lectures at the library.

B.	Reliability	Speed of staffs in providing learning services. Accuracy of staffs in providing learning services. Timeliness in providing learning services. Certainty in providing learning services.
C	Responsiveness	Ease of staffs / lecturer contacted by students. The ability of staffs to understand the needs / character of students. The responsiveness of staffs to the academic needs of students. The readiness of staffs to serve the academic needs of students.
D	Empathy	The willingness of staff / lecturers to hear student complaints. The concern of staffs / lecturers meet the academic needs of students The staffs / lecturers' concerns help overcome student learning difficulties. The Sincerity of staffs / lecturers meet the academic needs of students.
E	Assurance	The competence of lecturers in academic learning / guidance. The lecturer's qualification and ability. The friendliness of staff and lecturers towards students. The staff / lecturers' trust.

The service learning assessment instruments have been conducted in terms of: individualized try-out, small group try-out, then validated through field tests. The implementation of individual and small group try-out were oriented towards acquiring understanding, responses, and suggestions from the try-out subjects involved in the activity. Their feedback became the basis for the improvement of the developed model as well as the refinement of the instrument items. Then, in the validation stage, it was conducted an analysis to determine the validity and reliability of the instrument.

The implementation of individual try-out in this study aimed to estimate the ability of the students in understanding the items of assessment instruments. The implementation of this try-out involved 5 students. The findings show that the subjects were able to understand the substance and content of the items or questions of learning service instrument as intended. Furthermore, small group try-out involved 20 students. The first phase validation was conducted on 25 students to obtain the validity of the construct of learning service instrument in limited time. The second stage validation was done to obtain the validity of the construct of learning service instrument in the wider scope by involving 40 students as the subjects of the try-out. The implementation of validation test of stage II obtained a result, that is, there is no single item of instrument that fall from 37 items validated instrument. After that, the third stage validation test aimed to get a picture of the validity of instructional instrument construct in order to obtain a good model or fit model, involving 150 students as the subject of the try-out.

The constructs validity test of the instrument of the learning service assessment of Islamic higher education used the Factor Analysis. The reliability index of linear combination of service learning assessment instruments is 0.93. The instrument items generated in this try-out were stated reliably to measure the quality of the learning service, because  $\alpha > 0.7$  (Koplan & Saccuzzo 1982; Allen & Yen, 1979; Nunnally, 1978; Mardapi 2002). It can be stated that the items of the learning service assessment instruments in this study were reliable.

All items of the validated instrument at this stage was accepted and no items of the instrument item was categorised ‘unaccepted’. The construct validity test, in this study, used Factor Analysis with the standard of instrument items have at least score of 0.3 to be categorised as “valid”. The results of the Factor Analysis indicated that all of the instrument items meet the requirements proved by the magnitude of the determinant index which is not equal to zero, KMO above 0.5 and Bartlett test is significant ( $p < 0.05$ ). The lowest factor loading from the Analysis of learning service instrument factor as shown in the following table is 0.37 ( $\lambda > 0.3$ ). Based on the content of these factors, the service learning assessment instruments were stated to meet the validity of the construct, which means that is valid to assess the learning service of Islamic higher education.

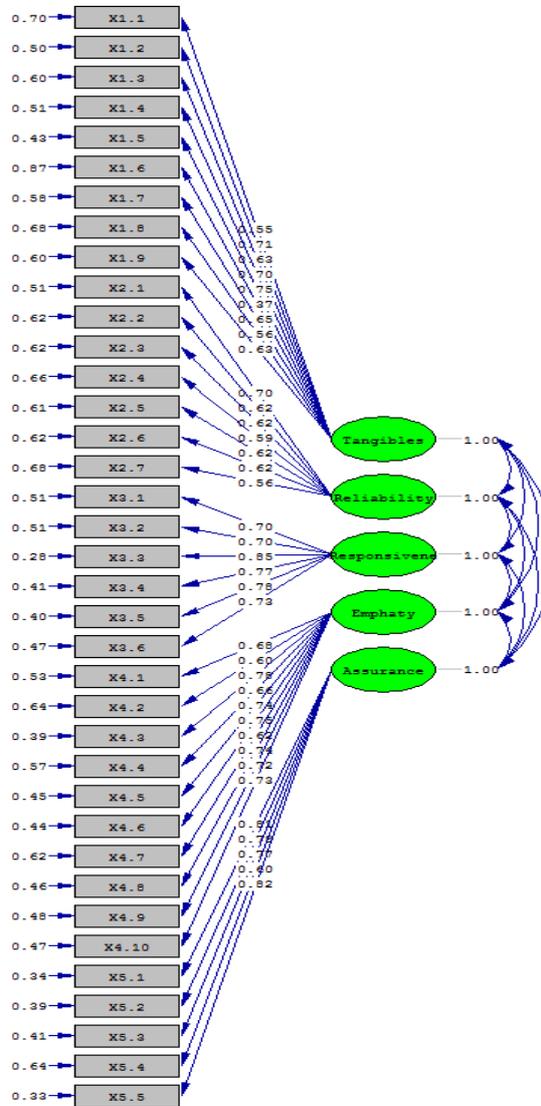
Tabel 2: Validity and Reliability of the Learning Services Instrument

Aspect	n (∑item)	Lowest Factor Loading	Reliability
<i>Tangible</i>	9	0,37	0,83
<i>Reliability</i>	7	0,56	0,80
<i>Responsiveness</i>	6	0,70	0,86
<i>Empathy</i>	10	0,60	0,89
<i>Assurance</i>	5	0,60	0,84

The calculation of the reliability of the assessment instrument for each of the learning service aspects was statistically calculated, and the determination of reliability levels was based on the Cronbach's Alpha ( $\alpha$ ) score coefficients. The instrument of service learning assessment was categorised reliable if the Alpha score coefficient ( $\alpha$ ) was at least 0.7. From the table above, it is shown that the result of the reliability calculation of the learning service assessment instrument based on its overall aspects was obtained by Alpha coefficient higher than 0.7 ( $\alpha > 0.7$ ), whereas the coefficient of linear combination estimation is 0.93 ( $\alpha > 0.7$ ), which means that the developed learning service assessment instruments were stated reliably to measure the learning service of Islamic higher education.

The product of this instrument development, in this research, is assessment model. Jóreskog & Sörbom stated that the assessment model is used to establish the exact measured variable as an indicator of the latent variable. The assessment model is used to estimate the factor loading of each measured variable which can be seen from the lamda parameter ( $\lambda$ ). The assessment model, in this study, aimed to examine whether the aspects of learning services, including: tangible, reliability, responsiveness, empathy, and assurance aspect, can assess the learning service of Islamic higher education. The analytical approach used to derive the assessment model was the Confirmatory Factor

Analysis, that is, calculated using the software program of LISREL 8.51. The following figure is the result of Confirmation Factor Analysis of the model of learning service assessment of Islamic higher education.



Chi-Square=2036.14, df=619, P-value=0.0830, RMSEA=0.0024

The criteria for obtaining a goodness of fit model were determined by the probability index ( $g$ -score) greater than 0.05, the Root Mean Square Error of Approximation (RMSEA) was smaller than 0.08, and the Goodness of Fit Index (GFI) was greater than 0.90 (Jöreskog & Sörbom, 1996). In addition, a goodness of fit model if the hypothetical model is conceptually and theoretically supported by empirical data, and the result of confirmatory factor analysis meets the category of a goodness of fit statistic.

Based on the results of the above analysis, it shows that the score of  $g$ -score = 0.083 ( $p > 0.05$ ), Root Mean Square Error of Approximation (RMSEA) = 0,0024 (RMSEA < 0,08), and Goodness of Fit Index (GFI) = 0.91 (GFI > 0.90). The factor loading of each variable (learning service aspect) corresponds to the lowest Lambda ( $\lambda$ )

parameter score of  $\lambda_{1.6} = 0.37$  (tangible sub variable),  $\lambda_{2.7} = 0.56$  (sub variable reliability),  $\lambda_{3.1} = 0.70$  (sub variable responsiveness),  $\lambda_{4.7} = 0.62$  (sub empathy variable), and  $\lambda_{5.4} = 0.60$  (sub variable assurance). Furthermore, based on the t score of the overall Lambda-X calculation of 37 items given X1.1 through X5.5 notation according to the analysis output matrix is significant, because each t score is greater than 1.96 ( $t > 1.96$ ).

This assessment model is categorized as a suitable (good) model in terms of the usefulness of the model and the indicators to measure the learning services of Islamic higher educations. The learning service assessment instrument has high validity, while the learning service aspects meet the requirements and are reliable to assess the learning services of Islamic higher educations. Thus, the instrument of measuring the quality of learning services of Islamic higher educations is considered appropriate if it includes the five aspects simultaneously with the indicators. The tangible aspect includes the availability of academic infrastructure required in the lecturing process, the academic guidance, the learning guidance, the research guidelines and final tasks, the academic information facilities, and the completeness of the lecturing references in the library required by the students. The reliability aspect includes the speed of the staffs in providing services related to the lecturing process, the accuracy of the staff in providing services related to the lecturing process, the timeliness in providing learning services, and the certainty in providing learning services.

The responsiveness aspect includes the ease of academic staffs and lecturers when the student needs service, the ability of the staff to understand the various needs and character of the student, the responsiveness of the academic staffs and lecturers to the needs of the students who need the learning service, and the alertness of the staff to serve the students' needs. The Empathy aspect includes the willingness of academic staffs or lecturers to hear the complaints of students related to the condition of learning services on campus, the concerns of academic staffs and lecturers meet the needs of students, academic staffs and lecturers care to overcome student learning difficulties, and the sincerity of academic staffs and lecturers help to meet the student academic needs. The assurance aspect covers the lecturer's competence in lecturing and mentoring process, suitability of lecturer's skill, academic staffs and lecturers' friendliness toward students, and the academic staffs and lecturers trust. Those aspects make sure the quality improvement of the education system. Driscoll et al. (1996) states that the service-learning responds to the call for higher education to improve the quality and productivity of instruction.

## **E. Conclusion**

Based on the data analysis and discussion at the previous section, it can be concluded that the internal structure of a good service learning assessment instrument model used to measure the learning service quality of Islamic higher education needs to involve the aspects of tangible, reliability, responsiveness, empathy, and assurance along with its indicators simultaneously. The tangible aspect is a service of physical appearance, the reliability aspect refers to the service delivery, the responsiveness aspect is associated with the responsiveness of the staff in the service, the empathy aspect is the ability and the willingness of the staff to understand the needs of the service, and the assurance aspect is the assurance of service related to the learning services. This assessment instrument model meets the criteria of goodness of fit based on  $\rho$ -score, Root Mean

Square Error of Approximation (RMSEA), and Goodness of Fit Index (GFI). This learning service assessment instrument has high validity and its service learning aspects meet the requirements and reliable to assess the learning services of Islamic higher education.

This assessment instrument model can serve as a reference for Islamic higher educations in setting the learning service standards. In addition, it can be a reference to the assessment of learning services become more effective and efficient. This model of learning service assessment instrument can be applied to the higher educations, and it is still possible to be further developed according to the institutional interests.

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