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### Articles

# Quality of Service during the Covid-19 Pandemic in Completing FKIP Student Studies, University of Lampung

Tedi Rusman

Faculty of Teacher Training and Education, University of Lampung; Indonesia

## Abstract

Limited academic services during the Covid-19 pandemic made it difficult for students to complete their studies, especially final semester students who had to take care of final reports and thesis in the midst of the epidemic that struck, resulting in changes in the quality of academic services. Changes that are not accompanied by readiness will delay the flow of educational consumer activities, which in this case are students. As the title implies, this study aims to determine the quality of service during the Covid-19 pandemic by completing the study of FKIP students at the University of Lampung. The research to be carried out is quantitative research with a questionnaire instrument distributed to the sample, namely several FKIP students at the University of Lampung who will complete the study. This study indicates that tangibles, reliability, responsiveness, assurance, and empathy are very important to support the process of completing student studies.

*Keywords: Covid-19; Academic Services; Students*

## Introduction

Today education services play an important role in developing and improving the quality of human resources (Maskun, Rusman, Suroto & Rahmawati, 2020). Education is an interaction between the factors involved in it to achieve an educational goal (Ramdhani, 2017). The number of educational institutions that have been established makes consumers have to be observant in choosing the educational institution that will be used.

The success of educational services is determined by providing quality services to users of these educational services (in this case, students) (Pham, Limbu, Bui, Nguyen, & Pham, 2019). This is in line with Hasbi's opinion (2018), which states that the quality of education is not only seen in the splendor of the facilities but also in the graduates (output) and how educational institutions provide services. Service quality is the degree of fulfillment of the needs and desires of students and parents of students, as well as the accuracy of delivery to balance or exceed their expectations which are known through the assessment of respondents (Sari and Wiyono 2013). Services can be seen from several indicators such as physical form (cleanliness of the building, comfort, tidiness, etc.); caring (friendly and caring about student difficulties, service regardless of social status, etc.); reliability (accuracy of class schedules, easy service,

etc.); responsiveness (fast and responsive service action); insurance (guaranteed to get good teaching and professional lecturers or tutors).

It is important to maintain student satisfaction. Related to this, a marketing strategy that is in accordance with consumer needs is needed (Perdana, Suroto & Sumargono, 2020). According to Haryanti et al. (2019), schools are parties that provide educational services. Thus, they are required to provide services professionally so as to create student satisfaction. As stated by Lupiyoadi (2001: 158), "Satisfaction is the level of feeling where a person states the results of a comparison of the performance of products/services received and expected." Another opinion put forward by Syed (Komarudin & Subekti, 2021) says that satisfaction is an emotional situation, both pleasant and unpleasant which is expressed in a positive attitude in various responses and activities to the external environment. Thus, the level of satisfaction has a function of the difference between perceived performance and expectations. Satisfaction will be achieved when the expectations of customers (students) are in accordance with the reality they get.

Service quality is centered on efforts to fulfill the needs and desires of customers (students) and the accuracy of their delivery to balance customer expectations (students). Tjiptono (2005: 59) defines service quality as the level of excellence expected and control over the level of excellence to meet the needs and expectations of students. Gruber (2010) argues that educational services play a central role in students' lives and students need a certain amount of motivation and intellectual skills to achieve their goals. This is in line with the expectations of students, which are basically the same as others, as services in tutoring institutions should be provided. In fact, there are still tutoring institutions providing services that are not in accordance with the contents of the brochure. For example, in the brochure, it is written, "Teaching and learning facilities are optimal," but in reality, the available facilities are far from the expectations of students. In the service literature, the focus is on perceived quality, which results from comparing customer service expectations with their perceptions of actual performance (Zeithaml et al., 1990)

Harvey and Green, (1993). where everything must be given to the students. This is in line with the opinion of Lupiyoadi (2001: 148), measuring the dimensions of service quality such as direct evidence (*tangibles*), including physical facilities, equipment, employees, and means of communication. Reliability*namely*the ability to provide the promised service immediately, accurately, and satisfactorily. (*responsibility*), namely the desire of staff and employees to help consumers and provide services responsively. Assurance*which*includes the knowledge, ability, courtesy, and trustworthiness of the staff, free from danger, risk, or doubt. And empathy (*empathy*), which includes the ease of making relationships, good communication, personal attention, and understanding of the needs of consumers (students). Another opinion, as stated by Gronroos (1978), is that service quality consists of three dimensions with seven criteria of perceived service quality, namely the outcome dimensions (professionalism and skills), process dimensions (attitudes and behavior, accessibility and flexibility, reliability and trust, recovery). Service, servicescape). and image dimensions (reputation and credibility). Meanwhile, according to Lien and Kao (2008), service quality consists of technical quality (the result of service quality) and functional quality (service delivery process). Both technical quality and functional quality have a greater impact on customer satisfaction.

Based on observations made at the Faculty of Teacher Training and Education, University of Lampung, it can be seen that the quality of services at the Faculty of Teacher Training and Education, University of Lampung has not been satisfactory. Lupiyoadi (2001:13) says that product quality is one factor that influences consumer satisfaction. Products that are proven to be of high quality will lead to customer satisfaction. A product is said to be of high quality when it has performed its function properly and if the consumer's expectations for the product have been met.

This educational service is certainly inseparable from the existing education costs. Watson (2003) and Narasimhan (2001) say that students who pay tuition fees may expect value for the money that has been spent so that they can behave like consumers. Then Thomas and Galambos (2004) argue that if

students can be seen as consumers of higher education services, then their satisfaction must be important for institutions that want to accept them as new students.

Based on observations made that the location of the lecture building of the Faculty of Teacher Training and Education, University of Lampung, is less organized. So that students who want to find it has difficulty. The computer facilities in the laboratory, for example, in the P.IPS Department, are still not fulfilled, judging from the number of computers available. So that there is alternate use which can lead to inefficient use of study time and can cause student concentration to decrease. The equipment for conducting practicums (in the fields of sports and science) has not been fulfilled optimally, while practicum is an effort to develop students' skills in continuing their lives in the future. The lack of available LCD projectors makes it difficult for teachers to explain the material optimally. Less than optimal WIFI Area as a form of facility service.

Based on the results of interviews conducted with 30 students that the services provided at the Faculty of Teacher Training and Education, University of Lampung, have not been satisfactory. This can be seen from the facilities provided by the Faculty of Teacher Training and Education, University of Lampung, including professional teachers, an AC room, LCD, free internet access, sufficient parking space, and worship facilities (Mushola).

The services provided by the Faculty of Teacher Training and Education at, University of Lampung are not much different from the services (in the form of facilities) provided by other universities in Lampung Province. Therefore, this research is expected to be the basis for improving the services provided so that they have high competitiveness and can provide service satisfaction to students.

## *Method*

The research carried out is a study to determine the quality of service during the COVID-19 pandemic in completing the study of FKIP students at the University of Lampung in 2021. The research to be carried out is a *quantitative descriptive* research methods *survey* and questionnaires in the form of questionnaires. The population used is FKIP students, University of Lampung, while the sampling technique used is *Probability Sampling*, using *Random Sampling*.

The data collection technique used by the researcher is the technique of observation, documentation, *interviews* (interviews), and questionnaires (*questionnaires*). The criteria for the percentage of student needs for FKIP services at the University of Lampung in the questionnaire consists of a score of 7,6,5,4,3,2, and 1. The score for 7 is the highest value (positive), while the score for 1 is the lowest value. (negative).

## *Results and Discussion*

This research was conducted to obtain the following data:

1. To determine the effect of the dimensions of tangible service quality on student service satisfaction at the Faculty of Teacher Training and Education, University of Lampung, which occurred during the covid-19 pandemic.
2. This study aims to determine the effect of the dimensions of the quality of service empathy on student service satisfaction at the Faculty of Teacher Training and Education, University of Lampung, which occurred during the covid-19 pandemic.
3. This study aims to determine the effect of the dimensions of service quality and reliability on student service satisfaction at the Faculty of Teacher Training and Education, University of Lampung, which occurred during the covid-19 pandemic.

4. This study aims to determine the effect of the dimensions of service quality responsiveness on student service satisfaction at the Faculty of Teacher Training and Education, the University of Lampung, which occurred during the covid-19 pandemic.
5. This study aims to determine the effect of the dimensions of the quality assurance service on student service satisfaction at the Faculty of Teacher Training and Education, University of Lampung, which occurred during the covid-19 pandemic.
6. To determine the effect of service quality dimensions, tangible, empathy, reliability, responsiveness, and assurance on student service satisfaction at the Faculty of Teacher Training and Education, University of Lampung, which occurred during the COVID-19 pandemic.

In line with this goal, the researchers distributed questionnaires. Based on the results of distributing questionnaires or questionnaires to 32 respondents, the percentage of data for each question item is obtained as follows

**Table 1 Results of Questionnaire Distribution**

| No. | Indicators | (in percentage) |
|---|---|---|
| 1. | Ease of doing the TA/PA/Thesis | 67.1% |
| 2. | Ease of getting information about lecture schedules, attendance, and grades online | 70.9% |
| 3. | Responsive faculty administration officers and informative in responding to student questions and/or complaints well | 66.6% |
| 4. | Ease of registration process, the online guardianship process | 68 % |
| 5. | Ease of process of guidance and counseling services through guardian lecturers | 69.1% |
| | **Average** | **68.34 %** |

Based on the table above, it can be seen that the level of academic service quality on student satisfaction has an average percentage of 68.34%. In this case, the presentation level cannot be classified as a high category but is also not included in the low category. Therefore, the authors chose to conduct further research on the quality of academic services that have an important influence on completing the study of FKIP students at the University of Lampung.

The formulation of the multiple regression equation model in this study is as follows:

$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5$

**$Y = 0.910 + 0.102X1 + 0.231X2 + 0.160X3 + 0.069X4 + 0.266X5$**

Based on the above equation can be described as follows:

a. Constant (a) = 0.910. Shows a constant value, that is, if the variables of reliability (X1), responsiveness (X2), assurance (X3), empathy (X4), and physical evidence (X5) = 0, then the 7th-semester FKIP student satisfaction remains at 0.910
b. Coefficient X1 (b1) = 0.102. This shows that the Reliability variable has a positive effect on student satisfaction at FKIP Lampung University semester 7. In other words, if the Reliability variable is increased to one unit, then student satisfaction will increase by 0.102.

c.  Coefficient X2 (b2) = 0.231. This shows that the Responsiveness variable has a positive effect on student satisfaction at FKIP University of Lampung in semester 7. In other words, if the Responsiveness variable is increased to one unit, student satisfaction will increase by 0.231.

d.  Coefficient X3 (b3) = 0.160. This shows that the Assurance variable has a positive effect on student satisfaction in the 7th semester of FKIP University of Lampung. In other words, if the Assurance variable is increased to one unit, student satisfaction will increase by 0.160.

e.  Coefficient X4 (b4) = 0.069. This shows that the Empathy variable has a positive effect on student satisfaction in FKIP University of Lampung semester 7. In other words, if the Empathy variable is increased to one unit, student satisfaction will increase by 0.069.

f.  Coefficient X5 (b5) = 0.266. This shows that the Tangible variable (Physical Evidence) has a positive effect on student satisfaction at FKIP University of Lampung semester 7. In other words, if the Tangible variable (Physical Evidence) is increased to one unit, then student satisfaction will increase by 0.266.

## *Discussion*

During the Covid-19 pandemic, education that focuses on students is a strategic choice for the world of education so that it is able to provide quality services, both learning, and administration, which is very important. One way that can be taken is to improve the quality of service (Pham, Limbu, Bui, Nguyen, & Pham, 2019; Hasbi, 2018). Quality issues are very important for companies and institutions in order to survive in the midst of intense competition (Perdana, Suroto & Sumargono, 2020). The company cannot avoid the demand for quality from service consumers. Likewise, in universities, where the ultimate goal of the academic services provided is student satisfaction so that they can complete their studies on time. Students expect quality services with various standards that become their expectations (Gruber, 2010) so that the quality of service provided begins with student expectations and ends with student satisfaction so that it does not become a stumbling block in completing studies.

Awareness of service quality during the covid-19 pandemic starts from identifying consumer requirements until the start of product or service concept ideas until the after-purchase period. The quality of service provided by the university is in accordance with the specifications of the students. Service quality is the extent to which the service received by consumers is in accordance with their expectations. The service quality approach will depend on the implementation of the quality management system. Service quality is a product and or service in accordance with established quality standards and customer satisfaction. Quality in education includes the quality of inputs, processes, outputs, and outcomes (Basri, M. 2011).

Quality of service based on ISO 9000 is "the *degree to which a set of inherent characteristics fulfills requirements*." The requirements, in this case, are "*need or expectation that is stated, generally implied or obligatory*." Service quality can be measured from five dimensions (Rachman & Djumiarti, 2019) as follows:

1.  *Tangibles* or physical evidence, namely the company's ability to show its existence to external parties.
2.  *Reliability* is the company's ability to provide services as promised accurately and reliably.
3.  *Responsiveness* or responsiveness is a willingness to help and provide fast and appropriate service to customers, with clear information delivery.
4.  *Assurance* or assurance and certainty, namely the knowledge, courtesy, and ability of company employees to foster customer trust in the company. It consists of several components, including communication, credibility, security, competence, and courtesy.
5.  *Empathy* or empathy, namely giving sincere and individual or personal attention given to customers by trying to understand customer desires

College customers are parties who are influenced by the college's products and the processes that occur in the production and presentation of these products.

College graduates are a partial product. If you are satisfied with the service, the number of customers will continue to grow, and profits in various forms will increase (Amin, 2018). This increase implies that customers appreciate and enjoy the services produced by the service business entity. In other words, services in a service industry positively affect customer feelings. Conversely, if the service is not satisfactory, the customer is disappointed and will not come back again. The needs of students, in general, need to be understood first. Needs are everything that humans need for life. When viewed from the point of view of education, student needs are related to *self-actualization needs*.

Based on the theoretical study above, what is meant by service quality is service that meets the requirements so that service allows for customer satisfaction. The indicators in the research are *tangibles*, *reliability*, *responsiveness*, *assurance*, and *empathy*.

Indicators that must be met in service to students are (1) direct evidence (*tangibles*), including physical facilities, equipment, lecturers/employees, and means of communication; (2) Reliability, namely the ability to provide the promised service immediately and satisfactorily; (3) *Responsiveness*, namely the desire of the staff to help customers and provide responsive service; (4) Assurance *includes* the ability, courtesy, and trustworthiness of the staff, free from danger, risk or doubt; (5) Empathy *includes* ease in making relationships, good communication, and understanding the needs of customers.

From some of the indicators above, it will give satisfaction to students if everything has been achieved by providing quality services which are marked by the convenience of students in receiving academic services provided by universities and tuition fees which are implemented into values (benefits) that are in line with expectations. Students (Marthalina, 2018).

From the description above, it can be concluded that the strategy that can be done to improve the quality of academic services at universities matches the service quality variable and the student academic satisfaction variable.


## *Conclusion*

From the discussion above, it can be concluded that the best strategy in improving service quality during the COVID-19 pandemic to support the process of completing student studies is to increase the variables in service quality, namely *tangibles, reliability, responsiveness, assurance,* and *empathy,* with evidenced by the compatibility that exists in the field, including the suitability of the curriculum between expectations and reality, the suitability of lecture facilities between expectations and reality, the suitability of the implementation of lectures between expectations and reality, and the suitability of academic guidance between expectations and reality.


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