



ACADEMIC SERVICES DURING THE COVID-19 PANDEMIC: STUDY ON FIVE SERVICE QUALITY DIMENSIONS

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Abstract

This study aims to analyze the level of quality of educational services during the COVID-19 pandemic, including the dimensions of direct evidence, reliability, responsiveness, assurance, and empathy. This research is descriptive research and survey research. Research respondents are students of the Economic Education study program at Jenderal Soedirman University. The study results indicate that the five dimensions of the quality of academic services as a whole are considered sufficient. So, it can be concluded that the quality of academic services provided by the Economic Education Study Program of the Faculty of Economics and Business Jenderal Soedirman University during the Covid-19 pandemic is considered quite good and can be improved to meet the quality of excellent academic services.

Keywords: Service Quality; Higher Education

INTRODUCTION

COVID-19 pandemic has spread and hugely impact all countries around the world. As a form of adaptation to this condition, the government has also made a suggestion to work and study from home and also enforcing a big scale social limitation. Lockdown and social distancing policy for the COVID-19 pandemic have caused the closing of schools, training facilities, and universities in most countries (Pokhrel & Chhetri, 2021). Temporary closing of education institutions is performed as the means to hold the spread of the COVID 19 pandemic that is happening around the world (Syah, 2020).

In education, the impact of the COVID 19 pandemic is manifested in the changes of the pattern of the service quality of learning for the students from offline to online service quality. The service quality pattern that was performed before the COVID 19 pandemic is in an offline setting, so this made the education institution quite confused on how to provide this unaccustomed service quality to their students, considering an online learning process demands that all academic staff be competent in using the information technology. The competency and availability of facilities and infrastructures in the execution of this service quality will lead to the achievement of the students' satisfaction. Student satisfaction is one indicator of success in education (Čavar et al., 2019; Elina, 2021). Student satisfaction will affect loyalty (Paul & Pradhan, 2019). Every educational institution is required to be able to meet the desires and needs of its customers (Komarudin & Subekti, 2021).

COVID 19 impacts not only the learning service but also the academic service that is given to the students. Academic services are the services given by the university to the students related to the academic regulation, study, curriculum, academic guidance, practice, final assignment, evaluation, including the study tools such as the library, LCD, laboratories, and administration services related to the study course. A good academic service can be the standard of the quality of a university. Sufiyah (2011) said that a university as one of the educational institutions is demanded to provide a good quality academic service to be accountable and remarkable. Good quality service is the



service that may provide easiness, comfort, and willingness to always use that particular service. The indicators for good quality service, according to (Parasuraman et al., 1988), are tangibles, reliability, responsiveness, assurance, and empathy. In the form of the quality services that should be reckoned by an institute, there is a dimension called tangibles. Tangibles here can be defined as to how an organization display their existence or their capabilities on directly facing their serviced party. Tangibles here can not be touched nor seen, but their impact can be perceived directly from the things that the organization has done.

Reliability in providing services can be seen from the reliability in providing services according to the knowledge level, reliability in skillfully mastering the work field applied according to the skills owned, reliability in the mastery of the work field corresponding to the experience showed, and reliability in using the available work technology. Every staff with a reliable ability, understand the details of work procedure, work mechanism, may fix any lack or deviation that is not in line with the work procedure, and able to properly show, direct, and guide into every form of service that has not yet been understood by the society, which then will give a positive impact on the service provided.

Another indicator of good quality service is responsiveness. Responsive means the company's response towards everything related to the consumer. In academic service, responsiveness can be defined as the prompt and accurate responses from the staff in fulfilling the academic needs of the students. The next indicator is assurance. Assurance is the knowledge, decorum, and capability of the staff to create trust and faith. This dimension may be essential in a service that needs a high level of trust. Empathy, according to (Nursodik, 2010) is the individual attention given by the companies to a customer, such as the ease in contacting the company, the capability of the staff to communicate with the customer and the needs of their customer.

Economic Education is a study program that provides academic service for its students. Academic service is the responsibility of the Education Section. The flow of academic service before the COVID 19 pandemic was performed both in online and offline settings. The services for the student's plan card (KRS), the division of academic supervisor, and the final score are provided online via Academic Information System. Other administrative services such as the final assignment proposal, graduation enrollment, thesis examination registration, and documents legalization are provided offline. The student who needs the service would come to the Academic office, fill the necessary forms corresponding to the service's needs, and then the service would be provided by the assigned staff.

COVID 19 pandemic changes the previous blended online and offline services to full online to prevent physical contact between the student and the assigned staff. This sudden change surely alters the work pattern of the staff and the services given. Changing in work pattern may cause stress in the work environment and turn the motivation in providing the services. We conduct this research to learn how the quality of academic service in the Economic Education Study Program during the COVID 19 pandemic.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Service quality

Services dominate today's world economy as a result of the considerable growth of the service sector over the last decades (Johann, 2015). Service quality is defined as the customers' perception of how the service may fulfil or even exceed their expectations (el Saghier, 2013). Service quality means the ability of a service provider to satisfy customer in an efficient manner through which he can better the performance of business (Singaraj et al., 2019). The service quality is also the strategy of the organization and it is called that there is integrity in service when the organization is doing what it is supposed to do (Theresia & Bangun, 2017). So the service quality is an achievement in customer service. The company needs to focus on providing good and accurate service quality to increase its profitability so that customer satisfaction can be achieved (Ali et al.,



2021). In order to obtain high levels of customer satisfaction, high service quality is needed (Rita et al., 2019). The core concept of the service quality is to show every form of the actualization of the service activities that satisfy the people who receive the service according to the responsiveness, create assurance, show tangible proofs that can be seen, have empathy from the people providing the service corresponds to their reliability executing their service task consequently to satisfy those who receives the services.

As for the explanation of the dimension of service quality are as follows (Parasuraman et al., 1988):

- 1) Reliability is the ability to give the promised service accurately and reliably. In a broader sense, reliability means that the company give their promises on the providing of the products or services offered), problem-solving and the price given.
- 2) Responsiveness is the awareness and willingness to help the customer and provide the services promptly. This dimension enhances the attention and accuracy when dealing with requests, questions, and complaints of the customer.
- 3) Assurance is the knowledge, decorum, and ability of the employee to create trust and faith. This dimension may be essential on the services that require a quite high level of trust where the customer will feel safe and assured.
- 4) Empathy is the care and individual attention given to the customer. The core of this dimension is to show the customer that they are special and their needs can be understood through the service given.
- 5) Tangible is the appearance of physical facilities, tools, staff, and materials installed. This dimension describes the physical form and the service that will be received by the customer. Therefore, it is important for the company to give a positive impression on the service quality given without causing the customer's expectation to be too high to fulfil. This including the physical environment such as the outlet interior and the neat appearance of the personnel when providing the service

Academic Service Quality

Academic service is all of the services provided by the academic staff to the students in the learning process. Academic service quality is one of the critical and fundamental approaches in providing the academic service, one of them to the students as the main customer of the university. Academic service staff must always try to provide academic service with the best quality to every student. At present, the academic service has become a systematic management tip and continuously being evaluated and perfected to create a good quality in the higher education level. The integrity of the academic service will contribute to the university, especially for the competitiveness and the positive image of the university by the authorities (Yusuf Ali et al., 2020). Service quality in the university is a significant thing to be reckoned with. The policymaker and the university management have realized that service quality from the marketing perspective may become a valuable tool to help the university be competitive in the varsity sector. To differentiate itself in the education sector, the university has to develop a distinguished service that is superior in program, curriculum, and core service offered to its students (Naidoo, 2020). The excellence in the service quality can be the main competitive excellence that may attract local and international students to the university program and improve the long term growth and its continuity in the university sector for future generations. University has the responsibility to be pushed by the market. Money has to be invested in understanding the needs and perceptions of the various student population so that a high level of service quality can be given whether in the academic service or in supports.

RESEARCH METHODS AND DATA ANALYSIS TECHNIQUES

This research was using the descriptive research method and survey research. According to (Sugiyono, 2018) the descriptive method is the research used to learn the value of the independent



variable, whether it is one variable or more (independent), without making a comparison or relation with other variables. While survey research is the method used to collect data from certain places naturally (not artificially), but the researcher performs the intervention in the data collection, for example, by distributing the questionnaire, tests, structured interviews, and so on. This research was conducted in the Economic Education Study Program, Economic and Business Faculty of Unsoed. The population of this research was all of the students of Economic Education Study Program of FEB UNSOED, with a total of 220 students. The economic education study program was chosen to be the research population because it was in accordance with the scientific field of the researcher. The sampling method of this research is in the type of nonprobability sampling where every population member does not have the same opportunity to be a sample. As for the sampling technique used in this research was the convenience sampling technique in which the technique wherein the sampling is only based on the coincidence where the population member that met with the researcher and is willing to be a respondent will be the sample (Suliyanto, 2018). Respondents of this research are amount to 134 respondents, which are the students of Economic Education Study Program, Economic and Business Faculty of Unsoed. Descriptive analysis was used in this research to describe the academic service quality in the perception of the students of the Economic Education Study Program, Economic and Business Faculty of Unsoed during the COVID 19 pandemic.

RESULT AND DISCUSSION

The result of validity trial on the entire instruments (*reliability, responsiveness, assurance, empathy, tangible*) showed that the instruments are valid and ready to be used in the research, proven by the value of $r_{count} > r_{table}$ and has the value of $sig < 0,05$. Then in the reliability test we learned that the value of Alpha-Cronbach of each variables is $> 0,60$. From these result, we can conclude that all of the research instruments are reliable and can be used in the research.

As many as 134 respondents was mapped based on their batches, where most of the respondents came from the 2020 batch with the amount of 48 students or 35,82% of the population, followed by 2019 batch with 44 students or 32,84% of the population, 2018 batch with 25 students or 18,66% of the population, and the least are from 2017 batch with 17 students or 12,69% of the population. Then we performed the test on the description of the respondent's answer on every dimension.

Table 1. Description of the Each of the Item of the Respondent's Answer on the Reliability Dimension

No	Statements	Strongly Disagree (SD)	Respondent's Answer (%)				Category
			Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	Transparancy of the Administration Information can be easily accessed	0,7	0,0	6,0	77,6	15,7	Good
2	Friendly and polite service from the academic staff	0,0	0,7	11,2	76,1	11,9	Good
3	Administration Service can be gained easily	0,0	0,0	10,4	76,9	12,7	Good
4	Ease in the access of the administration services	0,0	1,5	11,2	74,6	12,7	Good
5	Dealings with the administration documents (KRS, score transcript, valuable letters, etc) are easy, quick, and	0,0	0,7	11,2	69,4	18,7	Good



No	Statements	Respondent's Answer (%)					Category
		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
	in line with the rules and regulations						
6	Availability of the regulation information (Ethic Code) and the procedures made (displayed or shared)	0,0	0,7	18,7	67,9	12,7	Good
7	Hard and convoluted service procedures	2,2	23,1	58,2	14,2	2,2	Good
8	Every regulations and procedures can be accessed easily both manually and online	0,0	0,0	14,9	70,9	14,2	Good
9	Prompt and accurate administration service process	0,0	0,7	20,1	70,9	8,2	Good
10	Administration activities are neat and in order	0,7	0,0	9,7	79,1	10,4	Good
11	Attendance punctuality	0,7	0,7	18,7	71,6	8,2	Good
12	Closing time punctuality	1,5	0,0	12,7	79,1	6,7	Good

Based on the description of the respondent's answer, we learn that in the reliability dimension the best statement is the administration activities are neat and in order with 79,1% respondents agreed. While in the statement of hard and convoluted service procedures 58,2% are neutral and 14,2% respondents agreed.

Table 2. Description of Each of the Item of the Respondent's Answer on the Responsiveness Dimension

No	Statements	Respondent's Answer (%)					Category
		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	Staff's responsiveness in providing the administration services.	0,0	0,0	8,2	81,3	10,4	Good
2	Staff's responsiveness in receiving and answering the problem (complaints) of the student	0,7	0,0	22,4	68,7	8,2	Good
3	Staff give a positive response to every student's complaint	0,0	1,5	16,4	72,4	9,7	Good
4	Responsive to the lecture's infrastructure needs/requirements	0,0	1,5	14,9	75,4	8,2	Good
5	Punctuality in finishing the task	0,0	0,0	13,4	77,6	9,0	Good
6	Services are still be given on the break time	3,0	9,7	39,6	43,3	4,5	Good
7	Academic information is given promptly	0,0	0,0	12,7	77,6	9,7	Good

Based on the description of the respondent's answer for the responsiveness dimension we can see that the staff's responsiveness in providing the administration service got the highest agreed



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answer from 81,3% respondents. While the services given on break time only got the lowest
agreed answer from 43,3% respondents with the rest are neutral.

Table 3. Description of Each of the Item of the Respondent's Answer on the Assurance Dimension

No	Statements	Respondent's Answer (%)					Category
		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	Staffs have the capability, knowledge, and skills in performing their tasks	0,0	0,0	3,7	85,8	10,4	Good
2	Staffs have the capability to provide the service to the students	0,0	0,0	1,5	85,8	12,7	Good
3	Staffs make it easy in accessing the academic administration service	0,0	0,7	5,2	81,3	12,7	Good
4	Staffs are always available in the working hours	0,0	1,5	30,6	61,2	6,7	Good

Next, in the result of the respondent's description on the assurance dimension, the agree answers for three first items got more than 80% percentage, while for the item of staff's availability during work hours only got the agree answers from 61,2% respondents, with 30,6% respondents are neutral for this statement.

Table 4. Description of Each of the Item of the Respondent's Answer on the Empathy Dimension

No	Statement	Respondent's Answer (%)					Category
		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	Academic staffs provide their services wholeheartedly	0,0	0,0	7,5	84,3	8,2	Good
2	Academoc staffs are communicative in providing the acedemic services	0,0	0,0	9,7	79,9	10,4	Good
3	Academic staffs are friendly, polite, and honest in providing the services	0,0	0,0	11,2	79,1	9,7	Good
4	Academic staffs open the complaint service for the students with complaints	0,0	0,0	12,7	74,6	12,7	Good

Then from the respondent's description for empathy dimension, the highest agree response is on the item that state that the academic staffs provide the services wholeheartedly with 84,3% respondents. For the strongly agree answer, the highest statement is on the complaint service for the student with the amount of 12,7%, but this statement also got the highest neutral answer with 12,7% respondents.



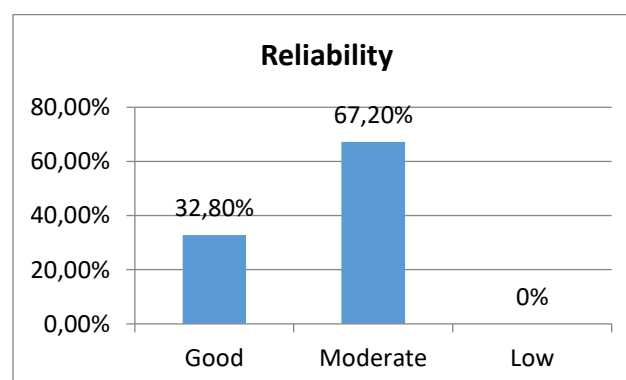
Table 5. Description of Each of the Item of the Respondent's Answer on the Tangible Dimension

No	Statement	Respondent's Answer (%)					Category
		Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	The amount of the academic staffs is sufficient	0,0	0,0	12,7	82,1	5,2	Good
2	Sufficient facilities and infrastructures for the work continuity	0,0	0,0	12,7	79,9	7,5	Good
3	Comfortness of the academic communication room/media	0,0	0,0	7,5	85,1	7,5	Good
4	Academic room and archive files are arranged neatly, clean and in order.	0,0	0,7	9,0	82,8	7,5	Good
5	Academic staffs can work according to the rules	0,0	0,0	5,2	84,3	10,4	Good
6	Giving the academic information and non-academic service in the form of announcement, SMS, telephone calls, and website (online)	0,7	0,7	8,2	74,6	15,7	Good

Lastly, for the description of the respondent's answer on the tangible dimension, there are four statements that got the agree answer with more than 80% percentage, with the highest being the comfort of the academic communication room/media with 85,1%, while the lowest percentage of the agree answer is on the academic information and non-academic services in the form of announcements, SMS, telephone calls, and website (online) with 74,6%, but it gained the highest strongly agree answer from 15,7% respondents.

Reliability Dimension

Reliability dimension produced data with 134 respondents, obtained mean value of 46,75, deviation standard of 4,711 with the highest score of 59 and lowest score of 27. The data then displayed in a frequency distribution table. This table display the frequency and percentage of each class. To display this table we need the amount of classes and the length of the class. The amount of class is 8 with the length of class 4. Next we categorize the score with the ideal mean (Mi) and ideal standard deviation (SDi). After we obtained the score of Mi and SDi, the score categorization in the reliability dimension are as follows:

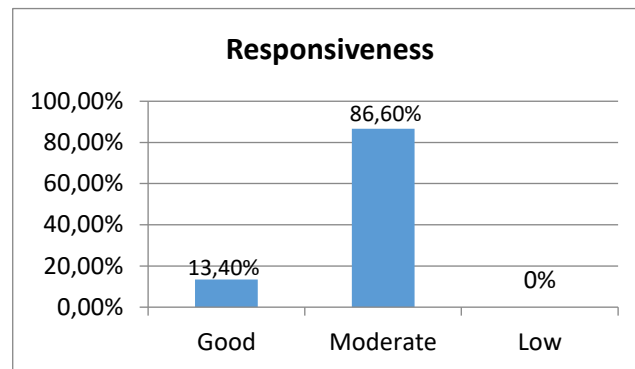


Picture 1. Reliability Dimension



Responsiveness Dimension

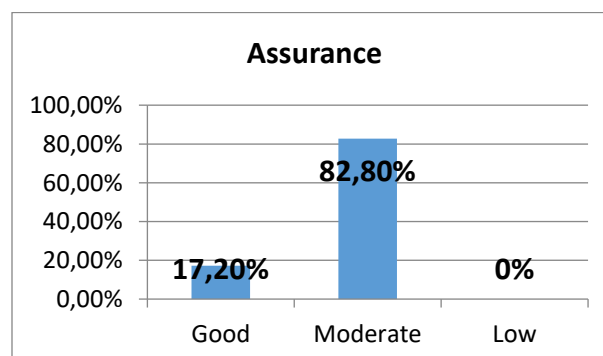
Responsiveness dimension produced data with 134 respondents, with the mean of 26,96, deviation standard of 2,650 with the highest score of 35 and lowest score of 20. The data then displayed in a frequency distribution table. This table display the frequency and percentage of each class. To display this table we need the amount of classes and the length of the class. The amount of class is 8 with the length of class 4. Next we categorize the score with the ideal mean (Mi) and ideal standard deviation (SDi). After we obtained the score of Mi and SDi, the score categorization in the responsiveness dimension are as follows:



Picture 2. *Responsiveness* Dimension

Assurance Dimension

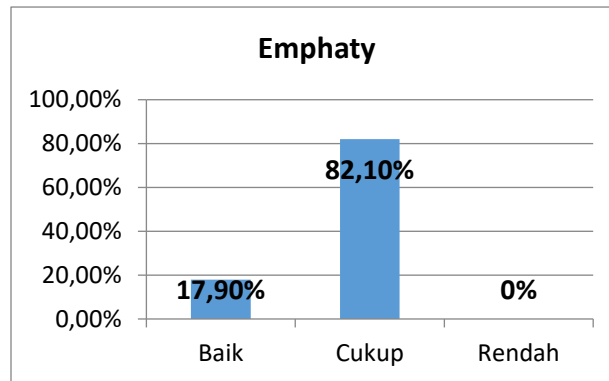
Assurance dimension produced data with 134 respondents, with the mean of 15,97, deviation standard of 1,393 with the highest score of 20 and lowest score of 12. The data then displayed in a frequency distribution table. This table display the frequency and percentage of each class. To display this table we need the amount of classes and the length of the class. The amount of class is 8 with the length of class 4. Next we categorize the score with the ideal mean (Mi) and ideal standard deviation (SDi). After we obtained the score of Mi and SDi, the score categorization in the assurance dimension are as follows:



Picture 3. *Assurance* Dimension

Empathy Dimension

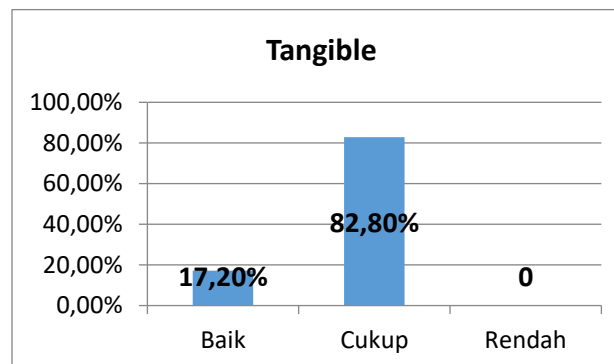
Empathy dimension produced data with 134 respondents, with the mean of 16,00, standard deviation of 1,466 with the highest score of 20 and lowest score of 12. The data then displayed in a frequency distribution table. This table display the frequency and percentage of each class. To display this table we need the amount of classes and the length of the class. The amount of class is 8 with the length of class 4. Next we categorize the score with the ideal mean (Mi) and ideal standard deviation (SDi). After we obtained the score of Mi and SDi, the score categorization in the empathy dimension are as follows:



Picture 4. *Emphaty* Dimension

Tangible Dimension

Tangible dimension produced data with 134 respondents, with the mean of 23,93, standarad deviation of 1,963 with the highest score of 30 and lowest score of 18. The data then displayed in a frequency distribution table. This table display the frequency and percentage of each class. To display this table we need the amount of classes and the length of the class. The amount of class is 8 with the length of class 4. Next we categorize the score with the ideal mean (Mi) and ideal standard deviation (SDi). After we obtained the score of Mi and SDi, the score categorization in the tangible dimension are as follows:



Picture 5. Tangible Dimension

This research used the descriptive method with 134 respondents from Economic Education study program students. The assessment on the academic quality service is displayed in three categories of good, moderate, and low. These three categories are adequate to describe the service in every dimension. The reliability dimension is in the moderate category with the 67,20 percentage. From the analysis of the items of the respondent's statements, the best statements are the administrative activities that are neat and orderly, with 79,1% of respondents agreed. While for the statement of hard and convoluted service procedure, 58,2% of respondents are neutral with this statement while 14,2% of them agreed. This indicates that the respondents have the satisfaction with the neat, orderly, and uncomplicated service. But there are still many other factors that need to be improved by the academic service related to the reliability of the staff in fulfilling the needs of the students, such as the availability of the rules (ethic code) information and procedures made (displayed or shared), the attendance punctuality of the staffs during work hours, and the accuracy in the service according to the student's needs.

The responsiveness dimension is also in the moderate category with 86,60 percentage. Based on the statement analysis from the respondents, they assessed that the responsiveness of the staff in providing the administration service is good enough. As for the statement of the service to still be provided during the break time is still need to improve according to the respondents. This can be



interpreted that the students want the service that can be accessed any time according to the student's need, even during break time. This can be evaluated by the service provider to develop a staff's break schedule management. This is in line with the opinion of (Ratnasari Tri Ririn, 2011) that responsiveness is a willingness to help and provide prompt and accurate service to the customer with clear information delivery.

Assurance is the dimension that needs to be paid attention to in the service providing. Based on the research result, the respondent thought that the assurance dimension is in the moderate category with 82,80% percentage. If we evaluate it from the respondent's answer in the statement items displayed, we can see that the student's assessment on the statement that the staffs have the knowledge, capability and skills in performing their tasks the staffs have the capability in providing the service for the students, and that the staffs make it easy for the students to access the academic administration service, gained more than 80% percentage. It means that the students find that they got the assurance that the employee that served them is the right employee and have the skills in the service given. But the students still find that there is less guarantee in the service hours because the staffs are not always available during the work hours. This can be seen from the percentage of respondents' answers of 61,2% who agreed to this item. This may be evaluated by the academic service provider to improve the discipline of the staff during work hours. This will add to the student's trust. This is in line with the opinion of (Tjiptono, 2012) that the knowledge, discipline, and skills of the staff can create the trust and faith of the customers, which in this case, are the students.

The empathy dimension also showed the moderate category with 82,10% percentage. The highest agree answers of the respondents are on the item of the academic staffs are working wholeheartedly in providing the services, which has the percentage of 84,3%. For the answer of very agreed, the highest statement is obtained on the complaint service to the students, which is 12,7%, but this statement also got the highest neutral answers, as much as 12,7%. This showed that the students find that the staff are providing the services wholeheartedly, but the students also find it lacking to deliver a complaint. This is because there is still no effective media that can be used to deliver a piece of advice related to the service by the staff. Student's access to give a piece of advice can be the satisfaction of the service user with the expectation that the lacking in the service can be improved.

Another dimension that is also important in the service is tangible proof. The research result showed that the tangible level of the service staff in the Economic faculty is still in the moderate category with a percentage of 82,80%. Based on the answers on the statement item, the statement of the comfort of communication room/media with the percentage of 85,1%, while the lowest percentage from the agreed answers is on the academic information and non-academic service in the form of announcement, SMS, telephone calls, website (online) with the percentage of 74,6%. This result showed that the students find that the service place feels comfortable but still less satisfied in terms of the access of the information related to the service. The students expect the information update related to the service that can be accessed via website, SMS, or telephone calls. Reliability in displaying the information can improve the trust of the service user, which is in line with the findings in the research of (Blaskova et al., 2015).

CONCLUSION

Academic service quality that is provided by the Economics Education Study Program of the Jenderal Soedirman University during this COVID 19 pandemic is described into five dimensions, *Reliability, Responsiveness, Assurance, Empathy, and Tangibles*. Five dimensions on the overall of the academic quality service is assessed as moderate. So, we can conclude that the academic service quality provided by the Economic Education study program of the Economic and Business Faculty of Jenderal Soedirman University during this COVID 19 pandemic is in the moderate category and can be optimized so that they will be able to fulfil the prime academic



Performance. Volume 29 Nomor 1 Tahun 2022, 40-service quality. This study is still limited as it was only conducted in the Economic and Business Faculty's Economic Education study program so that the next researcher may obtain even bigger and various samples to learn about the academic service quality during the COVID 19 pandemic.

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