Student Satisfaction of Quality Academic and Non-Academic Services During Pandemic Covid-19

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Abstract. This study aims to describe the Quality of Academic Services, Non-Academic Services, student Satisfaction and measure the degree of closeness between the quality of academic services and non-academic services and student satisfaction from the 2019 class of Faculty of Teacher Training and Education FKIP, Universitas Kuningan. Descriptive correlational method was used in this study with a population of 267 students and the sample was taken based on the calculation of 160 students. This study used Random Sampling. The technique of data collection for this study was done by distributing questionnaires. The result of the calculation of the coefficient of determination of the influence of the Quality of Academic and Non-Academic Service on Student Satisfaction is43.7%, while the remaining 56.3% influenced by other factors that were not examined.

Keywords: Student Satisfction; Quality Academic; Academic Services

1 Introduction

The occurrence of the COVID-19 pandemic has brought major changes to the world, including Indonesia. "The policies issued to limit the spread of the corona virus have an impact on various fields throughout the world, especially in education). The very changing learning system has had a major impact on the world of education. [1]

Higher education institutions are public organizations that are not profit-oriented. But it focuses more on the satisfaction of the services provided to stakeholders. The stakeholders in question are students, lecturers, employees, and alumni. Along with the increase in the level of education and knowledge, students become more critical, they consider that students' perceptions of satisfaction are a right that they must continue to accept during this pandemic. The satisfaction felt by students is created when their expectations can be met by producers (colleges). Because the level of student satisfaction is very influential on the loyal attitude of students towards universities, therefore universities must pay attention to the hopes and desires of students so that students feel satisfied. [2] [3]

Based on personal experience, the results of interviews with several students and the results of the distribution of pre-research questionnaires, it turned out that most of the students of the Faculty of Teacher Training and Education, Universitas Kuningan complained of dissatisfaction during the COVID-19 pandemic. Many learning activities, services, infrastructure and student activities are less than optimal during the COVID-19 pandemic.
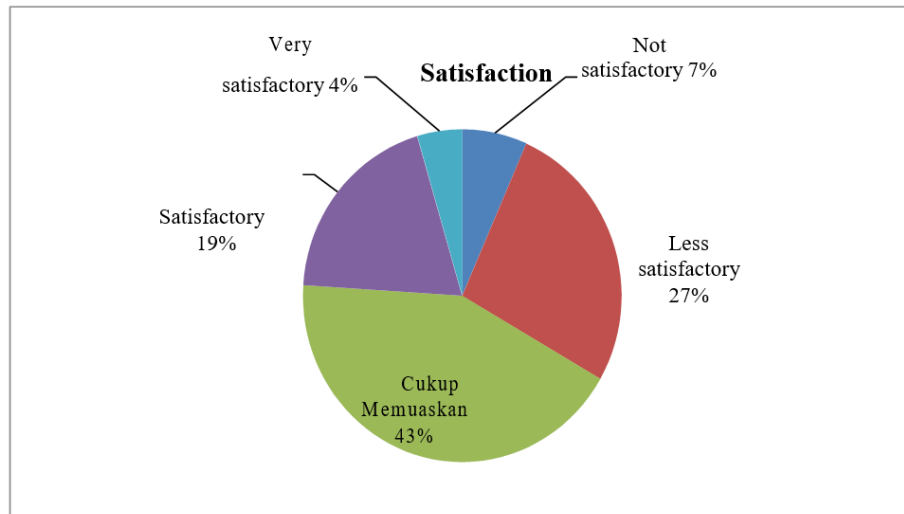
Figure 1. Pre-Research Results Chart

Higher education institutions do not only focus on the end result of a process, but also on the processes that are carried out so as to achieve the expected results. To obtain the expected results, namely graduates who are absorbed in various sectors, of course through a process that does not just run as it is. The process that is run must have a predetermined quality. One of them is the quality of service to students. Have students received maximum service? The service in question is to meet all student needs as one part of higher education institutions, namely administrative services, improvement of teaching and learning processes, improvement of facilities and infrastructure and others.

2 Methodology

This paper uses a quantitative approach, where the data analyzed is in the form of numbers as a tool to find information about what you want to know. [4]   The method used in this research is descriptive correlational method. Correlational descriptive method is one of the research methods on problems in the form of existing facts by collecting and then the data is correlated and analyzed to draw conclusions. [5]

The flow of this research is described as follows:

Source: Disman, 2021

The population used in this study were students of the class of 2019 Faculty of Teacher Training and Education, Universitas Kuningan with a total of 267 students. According to Sugiyono (2016: 136), "The sample is part of the number and characteristics possessed by the

population. If the population is large, and it is impossible for researchers to study everything in the population. While the sampling technique used in this study is proportional stratified random sampling which is a sampling technique if the population has members/elements that are not homogeneous and proportionally stratified. [6] [7] The sample in this study amounted to 160 students of the 2019 FKIP UNIKU class.

Starting from the framework of thinking that has been put forward, the researcher presents the hypothesis in this study as follows:

1. here is an influence between the quality of academic and non-academic services on student satisfaction
2. There is a positive influence between the quality of academic services on student satisfaction.
3. There is a positive influence between the quality of non-academic services on student satisfaction

3 Result and Discussion

3.1. Result

To describe the description of the Quality of Academic Service (variable X1) and Non-Academic Service (variable X2) on Student Satisfaction (variable Y) is calculated using the formula mean, median, mode and size of data spread. Based on the calculation results, it was obtained that the Quality of Academic Service during the Covid-19 period was 64 (40%) respondents. This shows that the quality of academic services is in a Good category in increasing student satisfaction. While the score for Non-Academic Services during the Covid-19 period was 73 (45.62%) respondents. This shows that Non-Academic Services are in the Dissatisfactory category in increasing Student Satisfaction. So that non-academic services during the Covid-19 pandemic need to be improved again. And the Student Satisfaction score during the Covid-19 period was 61 (38.13%) This shows that student satisfaction is included in the Unsatisfactory category.

We can see that the lowest score of indicator of academic services is tangible and assurance. It's mean that Online learning facilities provided less optimally in helping lecture activities, so it has to increase in the quality of online learning facilities to be more optimal in launching learning activities. Then the fact that laboratories that can usually be used as practicum activities, during Pandemic period cannot be used as a practicum activity as usual. Because of the restrictions on activities in the village, so that the activities practicum that should be carried out more optimally. So it is necessary to hold special scheduling for practicum activities in the laboratory that are indeed practicum activities. In addition, FKIP is lacking provide complaint services for students during the pandemic period so that Students cannot express their grievances online learning in pandemic times. Therefore, FKIP needs to open up more widely and open to complaints from students so that their aspirations can be considered by the faculty to continue to improve services in the pandemic period so that students still satisfied.

The lowest score of indicator of non academic services is Physical evidence and soft skills coaching. Student organization equipment provided by FKIP has not fully supported the organization's activities, among them are incomplete operational equipment such as computers, printers, Cabinets and other operational equipment needed to support. Moreover the services of

FKIP administration personnel are less friendly in serving students. The atmosphere of the FKIP building is less comfortable and peaceful to the implementation of non-academic activities because FKIP does not have the field is quite extensive like other faculties so that organizational activities The campus cannot be implemented optimally in the FKIP building. Expected FKIP has a large enough field to support activities Non-Academic student activities.

To describe the influence of the Quality of Academic and Non-Academic Services during the Covid-19 Pandemic Period on the Satisfaction of Class 2019 Students of the Faculty of Teacher Training and Education, Universitas Kuningan, Can be seen from the following table

Table 1. Regretion Analysis Result

Model	R	RSquare	Adjusted Square	Std. error of the estimate
1	21.962	3.186	.430	2.800

Dependent variable: student satisfaction

From the table above, an equation can be made:

Student Satisfaction = 21.962+0.204 Academic Service Quality + 0.132 Non-Academic Service + e

Referring to the regression equation above, the following explanation is obtained:

1. Obtained a constant value of 21.962 which means that without the influence of the quality of academic services and non-academic services, the value of student satisfaction remains or constant at 21.962
2. Academic Service Quality obtained a coefficient value of 0.204 where an increase in Academic Service Quality by one unit will contribute to a high level of student satisfaction of 0.204
3. Non-Academic Services get a coefficient value of 0.132 where an increase in Non-Academic Services by one unit will contribute to a high level of student satisfaction of 0.132

Table 2. Coefficient of Determination Test Results

Model	Unstandardized Coefficients		Standardized coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	21.962	3.186		6.893	.000
Academic Service Quality	.204	.033	.476	6.100	.000
Non Academic Service	.132	.042	.246	3.156	.000

Based on the results shown in table 2, it is known that the coefficient of determination is 0.437 or 43.7%. Student satisfaction can be influenced by the quality of academic services and non- academic services, while 56.3% is determined by other factors not examined by researchers.

Table 3. F Statistic Test Results and t Statistics

Variable	t_{count}	Sig	F_{count}	Sig

Academic Service Quality	6.100	.000		
			60,882	.000
Academic Service	3.156	.002		

Based on the results of the partial test shown in table 3, it can be explained as follows:
1. The quality of academic services has a significance value of 0.000 < 010. This means that H1 is accepted, which indicates that the quality of academic services has a positive effect on student satisfaction.
2. Non-Academic Services obtained a significance value of 0.002 < 010. This means that H2 is accepted, which indicates that Non-Academic Services has a positive effect on Student Satisfaction.

Based on the results of the simultaneous test shown in table 3, a significance value of 0.000 <0.1 was obtained. This means that the quality of academic services and non-academic services has an effect on student satisfaction

4 Discussion

Overview of Academic Service Quality (X_1), Non-Academic Service (X2) and Student Satisfaction (Y)

Based on the results of descriptive analysis, it was obtained a score that the Quality of Academic Services was in a good category in increasing student satisfaction, which means that the Quality of Academic Services during the Covid-19 pandemic must continue to be maintained and also continue to be improved so that the level of student satisfaction does not decrease, while Non- Academic Services are in the poor category in increasing student satisfaction, it means that Non- Academic Services during the covid-19 pandemic must continue to be improved so that the level of student satisfaction increases, this can be seen from the low-value questionnaire items such as improving the service of administrative staff to be more friendly in serving students. And based on the descriptive analysis, Student Satisfaction is in the unsatisfactory category as indicated by low questionnaire scores such as the teaching methods used in online learning are less than optimal, the lack of student interest in recommending FKIP UNIKU to the surrounding community.

The Effect of Academic Service Quality (X1) and Non-Academic Service (X2) on Student Satisfaction (Y)

Philip Kotler states that, "Customer or consumer satisfaction is the level of one's feelings after comparing the perceived performance (result) with his expectations." Rema said that students are students who gain high knowledge, where at this level they are considered to have physical maturity and broad thought development, so that with these extra values they can have the awareness to determine their attitude and be able to take responsibility. responsible for their attitudes and behavior. Philip Kotler says that, "Factors that cause satisfaction include what is received is equal to or exceeds expectations, good service, good communication and culture and values". From this opinion, it can be concluded that student satisfaction as customers or consumers of higher education institutions is a level of feeling felt by students after comparing the performance of educational institutions with their expectations, there are factors that cause satisfaction when what is received exceeds expectations, as well as the good services provided. [9] [10]

Based on the results of multiple regression analysis, the value of a = 21,962, the value of bX_1 = 0.204 and the value of bX_2 = 0.132. Thus, it can be seen that the Y regression equation for X_1 and

X_2 is Y= 21.962 + 0.204 X_1 + 0.132X_2. This shows that if done together, every 1 increase in the score of the Academic Service Quality variable can cause an increase in the Student Satisfaction level of 0.204 and every 1 increase in the Non-Academic Service score can cause an increase in the student satisfaction level of 0.132 at a constant 21.962. Constant value is the initial value of the level of student satisfaction before the influence of the quality of academic services and non-academic services. In other words, the quality of academic and non-academic services together has a positive effect on student satisfaction.

Analysis of the coefficient of determination shows that student satisfaction is influenced simultaneously by the quality of academic services and non-academic services. It can be seen from the R value of 0.661 and Rsquare of 0.437. This shows that the quality of academic services (X_1) and non- academic services (X_2) has an effect on student satisfaction of 0.437 or 43.7% while the remaining 56.3% is influenced by other factors not examined by researchers.

This is in line with the theory put forward by Philip Kotler (2012: 95) which states that "Factors that cause satisfaction include what is received is equal to or exceeds expectations, good service, good communication and culture and values". Factors that make consumers satisfied for example: "by providing a good quality product, the price is more cheaper delivery of products faster, and better service than the rivals. As for the satisfaction of students as recipients of services from The campus or faculty satisfaction factor can be in the form of acceptance of services quality, affordable education costs, better service. [13] [14] So based on this theory student satisfaction can be influenced by other factors such as good communication, culture and values. In this case, it is hoped that further research can add some of the other factors so that it is more comprehensive.

The Effect of Academic Service Quality (X_1) on Student Satisfaction (Y)

Based on the results of the calculation of the partial effect of Academic Service Quality on Student Satisfaction, it shows a positive effect of 0.476 (beta) or 47.6% with a significance value of 0.000 which means the sig value is smaller than the probability value of 0.05 (0.000 <0.05) Thus it can be said that if the quality of academic services is getting better, student satisfaction will increase. And vice versa, if the quality of academic services is not good, the level of student satisfaction will also beless.

The results of hypothesis testing can be seen that Ho is rejected and Ha is accepted. Meaning: Academic Service Quality has a significant effect on Student Satisfaction. This is based on the value of t = 6.100 or in other words the Family Environment has a significant effect on learning outcomes at an error level of 5% or a confidence level of 95%. This shows the hypothesis which reads "Quality of Academic Services has a positive effect on Student Satisfaction" Accepted.

After looking at the theory and the results in the field, it can be said that the quality of academic services has an effect on student satisfaction. The higher or better the Quality of Academic Service, the Student Satisfaction will increase so as to create a good image and students will recommend it to others.

Service quality is a comparison between services that are equal to or exceed the expected service quality, then the service can be said to be of high quality and satisfactory. [11] Academic services, which are sometimes referred to as curricular services, include: academic regulations, lectures, curriculum, academic guidance/consultation, practicum, final project, evaluation, including lecture aids such as libraries, OHP, laboratories, and etc." Based on this theory, the quality of academic services is a comparison between academic services such as

curriculum, lectures and so on that are perceived by students as equal to or exceeding the expected service quality. [12] [13]

The Effect of Non-Academic Service Quality (X₂) on Student Satisfaction (Y)

Based on the results of the calculation of the partial effect of Non-Academic Services on Student Satisfaction, it shows a positive effect of 0.246 (beta) or 24.6% with a significance value of 0.002 which means the sig value is smaller than the probability value of 0.05 (0.002 <0.05)) thus it can be said that if the non-academic services are getting better, student satisfaction will increase. And vice versa, if non-academic services are not good, the level of student satisfaction will also be less.

The results of hypothesis testing can be seen that Ho is rejected and Ha is accepted. It means: Non-Academic Services have a significant effect on Student Satisfaction. This is based on the value of t = 3.156 or in other words the Family Environment has a significant effect on learning outcomes at an error rate of 5% or a confidence level of 95%. This shows the hypothesis which reads "Non- Academic Services have a positive effect on Student Satisfaction" Accepted.

After looking at the theory and the results in the field, it can be said that non-academic services have an effect on student satisfaction. The more effective or the better the Non-Academic Service, the Student Satisfaction will increase and the institution or university will benefit because it gets a good image so that it can face competition.

Services to students, namely extracurricular services include the development of interests and talents, extracurricular activities and soft skill development. Based on this theory, the researcher concludes that non-academic services include the development of interests and talents, extracurricular activities and soft skill development. The non-academic services to students of the Faculty of Teacher Training and Education, Universitas Kuningan, namely the availability of various kinds of student organizations or student organizations that can be attended by students of the Faculty of Teacher Training and Education from any major or study program. As well as the services provided by administrative staff.

Satisfaction will be felt by a person if what his hopes or needs can be fulfilled properly. As felt by the Class of 2019 Students of the Faculty of Teacher Training and Education, Universitas Kuningan when they received the results of academic services from the campus, they expected to receive good and pleasant service, especially during the Covid-19 pandemic. Because the quality of service is the fundamental key to success and profit. Quality provides encouragement to consumers or students in establishing relationships with educational institutions, especially in understanding the hopes and desires of students as their main customers. Therefore, an educational institution should provide quality services so that consumers are reluctant to leave and move to other companies. To measure student satisfaction, according to Irawan (2008: 9) is "fun, giving a good image (recommend) to other parties, and expectations are met." [14] [15]

5 Conclusion

Based on the results of the analysis and discussion that have been stated previously, the following conclusions can be drawn:
1. An overview of the quality of academic services in the covid-19 pandemic is in the good category, non-academic services are included in the poor category and student

satisfaction for the 2019 FKIP class in the covid-19 pandemic is in the unsatisfactory category

2. The quality of academic services and non-academic services has an effect on student satisfaction for the 2019 batch of the Faculty of Teacher Training and Education, Universitas Kuningan. The effect is 43.7% in the medium category

3. Academic Service Quality has a positive effect on Student Satisfaction. The better the quality of academic services, the higher the level of student satisfaction [17] [18] [20]

4. Non-Academic Services have a positive effect on Student Satisfaction. The better the Non- Academic Service, the higher the level of Student Satisfaction [20]

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