Analysis of Student Satisfaction with Science Advisory Services During the COVID-19 Pandemic

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Abstract: This study aims to determine the level of student satisfaction with the services of FKIP HKBP Nommensen University thesis advisors during the Covid pandemic period 2020-2022. To obtain data on the level of student satisfaction with lecturer guidance services, an instrument was designed in the form of a student satisfaction questionnaire with lecturer guidance services using satisfaction indicators that had been assessed for validity and reliability prior to use. This type of research is descriptive quantitative, the results of the study were analyzed using the SKM method based on a student satisfaction survey. The data analysis carried out showed that the level of student satisfaction during the Covid pandemic was included in the very good and good categories. The results also show that forecasting student perceptions of lecturer guidance services with the assumption that perceptions increase, a satisfaction value of 3.5629 will be obtained in the "very good" category, and if it is assumed that it is still decreasing, the satisfaction value obtained is 3.4375, still in the the "good" category which states that the level of satisfaction of FKIP UHN students with the thesis guidance services provided by supervisors during the pandemic was still very good.

Keywords: COVID-19; Satisfaction; Student perception; Supervisor

Introduction

When the covid pandemic hit the world in general and especially the State of Indonesia, there were changes in all aspects of life without exception, all sectors experienced adaptation to the pandemic (Hadarah, 2020). Likewise in the field of education, the teaching process has turned online by utilizing currently developing technology (Ahmadi, 2022). If we trace it over the past three years, there have been changes in government policy towards community activities, along with developments and the Covid virus has undergone mutations. 2020 was the year of the outbreak of the covid-19 outbreak, then in 2021 the mutation of covid-19 became the delta variant and continued until 2022 the mutation became the Comicon variant, each variant has a different level of pandemic. Due to the different levels of the pandemic, there have been changes in the service process carried out by the government by starting to make concessions to community activities, as well as

campus activities. HKBP Nommensen University is no exception, also experiencing changes in the learning system, mentoring, and other activities due to the covid virus pandemic. This change will certainly bring its own effects for lecturers and students in particular, so that of course the respective services provided by the thesis supervisor will change and even be predicted to experience a decrease in quality. Because service is an action that fulfills the desires or requests of consumers.

According to Kotler (Anggraini & Alhempi, 2021) states that service is an activity or action that can be offered to one party to another which is basically intangible and does not result in any ownership. Meanwhile, Kasmir's opinion (Armaniah et al., 2019) states that service is an action or deed by a person or organization to provide satisfaction to customers or customers. Thus, it can be concluded that a service is a form of activity or activities provided by a party to another party to provide satisfaction in accordance with the services or goods provided. If the service received or

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felt by students (consumers) is as expected, then the service quality can be said to be good, but if the service received or felt by students (consumers) is not as expected, then the service quality can be said to be bad or not good (Juita, 2020).

The service process for thesis guidance for students who are about to graduate is related to student satisfaction during the covid pandemic is a study in this study (Arwansyah, 2017), where expectations in the process of thesis guidance services are that there are still many problems that the writer gets in the field, there are several complaints -complaints that the author gets even the author himself experiences such as: Not fast in providing services because the thesis supervisor takes too long to check and correct student proposals or thesis so that students will wait a long time (Dwivedi et al., 2023), Thesis supervisor is not responsive to student problems or complaints that arise if the lecturer is not fast enough to carry out the mentoring process, is not right according to the time or schedule set by the thesis supervisor and often comes or postpones the schedule, Shows a sour or angry face and indifference or indifference like when doing thesis guidance, there are still thesis supervisors who are unable to carry out thesis guidance online (Mildawati, 2021).

Higher education is an educational institution engaged in services that is required to provide the best service according to the needs and desires of students to create a good image and quality of students as customers (Marthalina, 2018). Service needs to get great attention from tertiary institutions because low service quality will place understanding in a disadvantageous position so that students as consumers feel dissatisfied (Eresia-Eke et al., 2020). Management of education delivery units with good and correct governance is very necessary so that it will have an impact on improving education quality and services (Kurniawan & Sugiri, 2021).

A thesis or final project is one of the requirements for students to obtain a bachelor's degree by making scientific work carried out in accordance with the direction of the supervisor (Ädel et al., 2023). Thesis can also be interpreted as a scientific writing, in the form of an explanation of the results of research that discusses a factual problem using applicable scientific principles (Sitompul et al., 2018). In general, lectures for the undergraduate level (S1) are usually taken within a span of 4 years or 8 semesters and the thesis or final project is usually completed in the final semester according to the guidelines from the respective faculties and study programs.

In compiling a thesis, students certainly encounter obstacles and challenges. Some of the obstacles and challenges that student often face include difficulty obtaining references or literature, a feeling of laziness, not being able to manage time, having other activities off campus and poor communication with supervisors (Andriani & Wibawanta, 2020). Thesis supervisors are lecturers whose job is to guide students in compiling a thesis as a final project. Thesis advisor lecturers are obliged to help, direct and provide support to students during the final project completion process (Megawati & Damayanti, 2021). According to Zulkifli (Pratiwi & Yusrizal, 2022) supervising lecturers have a role in guiding students starting from preparing thesis proposals, research in the field, presenting and discussing and reporting the results of thesis research to the final thesis trial along with revisions or improvements.

Good thesis supervisor service will affect the level of student satisfaction. In this case, students are customers. According to Kotler and Keller (Afrilliana, 2020) customer satisfaction is a person's feeling of pleasure or disappointment that arises from comparing the perceived performance of a product or result to their expectations. Customers can experience one of three kinds of satisfaction, including very satisfied, satisfied, and dissatisfied (Rita et al., 2019). Student satisfaction is a positive attitude of students toward the services of higher education institutions because there is compatibility between expectations from services compared to the reality they receive (Widawati & Siswohadi, 2020).

Student satisfaction can also be interpreted as a condition of fulfilling the desires, hopes, and needs of students. This customer satisfaction cannot be seen with the naked eye like goods but how a person's behavior evaluates and responds to these results (Uzir et al., 2020). In this case, the producer is the Teaching and Education Faculty, while the customers are students (Guilbault, 2018). As for the level of feeling students feel the results of a good or service so that there are more diverse answers and there are other alternatives, the variety is very satisfied, satisfied, quite satisfied, less satisfied, and not satisfied. It can be concluded that student satisfaction is the final result that is felt by students after comparing and evaluating the suitability between expectations and reality obtained in the service process.

Every tertiary institution certainly wants to fulfill all the desires of students in the sense of giving them satisfaction, one of which is with the services of thesis supervisors (Sharabati et al., 2022). Student satisfaction provides many benefits for tertiary institutions, and a higher level of student satisfaction will result in greater student loyalty. Thus, if the quality of service in an institution can meet customer needs, the relationship between the customer and the institution will be closer and more harmonious and can create customer loyalty.

Method

This study uses a quantitative descriptive research type to determine student perceptions and levels of satisfaction with the thesis supervisor services for FKIP students at HKBP Nommensen University during the covid pandemic in the period 2020, 2021, and 2022. The location of this research was conducted by the Teaching and Education Faculty of HKBP Nommensen University, Medan. The population in this study were all students of the Teaching and Education Faculty of HKBP Nommensen University Medan consisting of six study programs who will carry out their final assignments to graduate in 2020 (class of 2016), 2021 (class of 2017) and 2022 (class of 2018). The sample in this study were FKIP students at HKBP University Nommensen Medan who were writing their thesis or who would be graduating every year.

The data collection method used in this study was to distribute questionnaires which were carried out by giving a set of questions or written statements to respondents to answer. The questionnaire was used to find out about the level of student satisfaction with the thesis supervisor services at the Teaching and Education Faculty of HKBP Nommensen University. The instrument used in this study was a documentation format, namely standard thesis writing that would be adapted to student thesis at the Teaching and Education Faculty of HKBP Nommensen University, and then analyzed.

Furthermore, the instrument used is in the form of a questionnaire arranged in the form of a Likert Scale model which is distributed via Google form online and uses a closed questionnaire, where respondents only have to choose the alternative answers that have been provided. The indicators of satisfaction with mentoring services determined in this study include; Availability, which has three statements to be answered by students; Ease of communication, having two statements that must be answered; Mastery of ICT, only one statement. ;Mastery of Material Substance, this indicator has three statements; Mastery of Thesis Writing Techniques, in this indicator there are two statements; Facilities, there is only one statement; Thesis Completion Process, there are three statements that must be answered by students for this indicator.

As for how to analyze the data that has been obtained in this study is to test the validity of the research instrument to find out whether the instrument used to obtain data is valid or not, test the reliability of research instruments to test the reliability of the test and determine standards of community or student satisfaction (SS) To determine standards community or student satisfaction (SS) is guided by the Decree of the Minister for Reform and Bureaucratic State Apparatus No. 14 of 2017.

Result and Discussion

This research was conducted to look at the perceptions of students of the Teaching and Education Faculty of HKBP Nommensen University for three years, the population is FKIP students who will graduate within three years. The number of samples was taken from the total population using the Slovin formula, so the number of research samples, as in Table 1.

Table 1. Population and Research Sample in Three Years

Graduation Year	Population	Sample
2020	451	212
2021	443	210
2022	448	211

Samples were taken from six study programs, namely Physics Education Study Program as much as 9.4%, Economics Education Study Program 16%, Mathematics Education Study Program 21.4%, English Language Education Study Program 28.3%, Indonesian Language and Literature Education Study Program 19.8% and Christian Religious Education Study Program as much as 4.7%. This percentage is taken on the basis of the number of students for each study program in FKIP. Especially for the Pancasila and Citizenship study program in 2020, students have not graduated, so they are not part of the sample in this study. To obtain research data, an instrument design is needed. The instrument used to obtain research data was in the form of a coaching service satisfaction questionnaire, as shown in Table 2.

Table 2. Guidance Service Satisfaction Questionnaire

| Indicator | Indicator Measurement Statement | Statement Value | | | | |
		1	2	3	4	Average Score
Availability	Lecturers always provide special time in guidance					
	Lecturers always provide online guidance platforms at all times					
	Lecturers have a good reference in overcoming student problems in thesis					
Ease of communication	Lecturers actively respond to all student communication messages					

Indicator	Indicator Measurement Statement	Statement Value				
		1	2	3	4	Average Score
	Lecturers can be contacted at any time if needed by students					
ICT mastery	Lecturers can guide students through any communication media such as WA, Email, and other communication media					
Mastery of Material Substance	The lecturer gives reasons and explanations for each revision					
	Lecturers always give references to the latest books or journals to their guidance					
	Topics and studies given by lecturers are always up-to-date and up-to-date					
Mastery	The lecturer corrects each writing carefully					
Thesis Writing Techniques	according to the guide					
	The lecturer corrects the writing substance in a structured manner					
Facility	Lecturers always facilitate students with reference books or journals as a guide					
Thesis Completion Process	The mentoring process is not long-winded and complicated					
	Time for submitting revisions is always well controlled					
	The process of completing the thesis is always on time					

To get maximum results, the right instrument is needed to measure the amount you want to get. For this reason, before the research is carried out, first carry out a validity and reliability test. Instrument trials are carried out on students of the Faculty of Economics and Business, HKBP Nommensen University who will graduate in 2020. The validity test is carried out using product-moment correlation, the results of the validity test can be shown in the following table 3.

Table 3. Validity Test Results

Service Indicator	r -count	r -table	Conclusion
Availability	0.66	0.45	Valid
Ease of communication	0.72	0.45	Valid
ICT mastery	0.80	0.45	Valid
Mastery of Material Substance	0.72	0.45	Valid
Mastery of Thesis Writing Techniques	0.81	0.45	Valid
Facility	0.73	0.45	Valid
Thesis Completion Process	0.86	0.45	Valid

Table 4. Validity Test Results

Service Indicator	Kr-20	Results
Availability	0.89	Reliable
Ease of communication	0.83	Reliable
ICT mastery	0.75	Reliable
Mastery of Material Substance	0.79	Reliable
Mastery of Thesis Writing Techniques	0.72	Reliable
Facility	0.83	Reliable
Thesis Completion Process	0.77	Reliable

After calculating and processing the data to test the validity (r table = 0.456), it was found that the research instrument used was valid. For the reliability test, the instrument used is the KR-20 formula, the results are shown in Table 4.

From the results of the calculation of the reliable test, the value is > 0.7, so it is concluded that the instrument used is reliable. From the results of the calculations carried out, the Average Student Satisfaction Score for 2020-2022 is obtained, the results are shown in Table 5.

Based on the results of the data analysis presented in Table 5, for 2020 in general all indicators show very good numbers, with the lowest score being indicator number three, namely mastery of information and communication technology, such as the ability of lecturers to use Google meet, use zoom when giving guidance with students. In general, the results show a very good score, with a very good satisfaction index. For 2021, in general, all indicators show very good numbers, with the lowest score being indicator number three, namely mastery of information and communication technology, such as the ability of lecturers to use Google Meet, use Zoom when conducting guidance with students. In general, the results show a very good score, with a very good satisfaction index, and all indicators show an increasing trend compared to 2020 (Ruggeri et al., 2020). For 2021 all indicators show a decreasing score compared to 2021, in fact, there are three indicators that get an average score average enough, among others: availability, including; ease of meeting supervisors, the commitment to guidance time, and use of simple language, Ease of communication, including the convenience of lecturers being contacted by telephone or WhatsApp and lecturers willing to respond to calls and reply to WhatsApp, ICT mastery, such as using google meet, use zoom when doing guidance (Romli et al., 2022).

Table 5. Average Value (NRR) of Student Satisfaction for 2020-2022

	Student Satisfaction Year					
	2020		2021		2022	
	NRR	IKM	3.75	A	3.04	C
Availability	3.65	A	3.67	A	2.96	C
Ease of Communication	3.58	A	3.66	A	2.91	C
ICT mastery	3.57	A	3.75	A	3.11	B
Mastery of Material Substance	3.75	A	3.75	A	3.23	B
Mastery of Thesis Writing Techniques	3.75	A	3.87	A	3.16	B
Facility	3.79	A	3.80	A	3.08	B
Thesis Completion Process	3.73	A	3.75	A	3.04	C

To make it easier to make observations about the average value (NRR) of FKIP student satisfaction at HKBP Nommensen University, as shown in Figure 1.
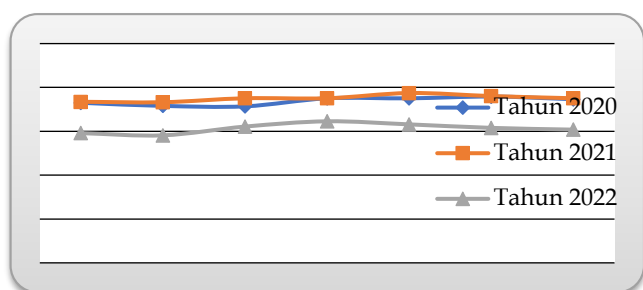

Figure 1. Graph of NRR and student satisfaction indicators

Based on Figure 1, it is shown that the NRR chart for 2020, coincides with 2021, this shows the level of student satisfaction in that year is showing almost the same number for all indicators, whereas for 2022, the graph below shows the level of student satisfaction decreased compared to the previous two years. To find out the quality of the supervising lecturers' services which are processed based on the SKM and referring to the PERMENPANR&B, the results can be seen in Table 6.

Based on the results of the data analysis presented in Table 6, in 2020 and 2021, the service quality of the thesis supervisor is A with very good service unit work, whereas in 2022 the service quality will drop to B with good service unit work. To compare the increase in N-gain from the thesis supervisor service indicators for three years, the results are shown in Table 7.

Table 6. Service Quality of Thesis Supervisor during the Covid Pandemic

Year	IKM value	Conversion Rate IKM	Service Quality	Service Unit Performance
2020	3.719	92.98	A	Very good
2021	3.626	90.65	A	Very good
2022	3.081	77.02	B	Good

Table 7. Service Improvement of Thesis Advisor Performance during the Covid Pandemic

Service Indicator	$<g>_{2020-2021}$	Criteria	$<g>_{2021-2022}$	Criteria
Availability	0.29	low	(2.84)	tall
Ease of Communication	0.21	low	(2.15)	tall
Mastery of Information and Communication Technology (ICT)	0.21	low	(2.21)	tall
Mastery of Material Substance	0.00	still	(2.56)	tall
Mastery of Thesis Writing Techniques	0.00	still	(2.08)	tall
Facility	0.38	low	(5.46)	tall
Thesis Completion Process	0.26	low	(3.60)	tall

Based on the results of the data analysis presented in Table 8, it can be shown that the N-gains for all indicators for 2020 and 2021 are in the low category, while the gains for 2021 and 2022 are in the very high category but show lower numbers. Furthermore, by looking for the average value of the average student satisfaction with the thesis supervisor's performance services, the average for 2020 will be 3.6885, 2021 will be 3.75, and 2022 will be 3.07 which will then be analyzed Forecasting using POM-QM software and assuming that student satisfaction with services will increase, the following analysis results are obtained.

Table 8. Forecasting the Total Average Value of Student Satisfaction with Guidance Services Assuming an Increase in the Next Period

Measure	Value
Error Measures	
Bias (Mean Error)	0.02
MAD (Mean Absolute Deviation)	0.47
MSE (Mean Squared Error)	0.30
Standard Error (denom=n-2=1)	0.96
MAPE (Mean Absolute Percent Error)	0.13
Forecast	
next period	3.56

From the table above it is estimated that in 2023, the level of student satisfaction with lecturer guidance services is 3.5629 in the Very Good category. Furthermore, if it is assumed that student satisfaction with services will decrease, then the following analysis results are obtained.

Table 9. Forecasting the Average Total Value of Student Satisfaction with Guidance Services Assuming the Next Period Decreases

Measure	Value
Error Measures	
Bias (Mean Error)	-0.1384
MAD (Mean Absolute Deviation)	0.3149
MSE (Mean Squared Error)	0.1692
Standard Error (denom=n-2=1)	0.71
MAPE (Mean Absolute Percent Error)	0.10
Forecast	
next period	3.43

From the table above it can be seen that the value of student satisfaction with lecturer guidance services, if it is assumed that it is still decreasing, then the satisfaction value obtained is 3.43753, which means it is still in the good category.

Conclusion

From the results of the above study, it was concluded that the research instrument in the form of a satisfaction questionnaire for lecturer guidance services which was designed met the criteria of being feasible to use because the results of the validity and reliability tests of the instrument showed that all of the indicator categories used were valid and reliable. The research results also obtained from the seven indicators of lecturer services that the average value of the average satisfaction of lecturer guidance services obtained in 2020 it was 3.6885 in the "very good" category, in 2021 it was 3.75 in the "very good" category, and in 2022 it is 3.07 in the "good" category. If it is assumed that the average value of the average satisfaction of the guidance service increases, then the result of forecasting for the following year is that the level of student satisfaction with lecturer guidance services is 3.5629 in the "very good" category, and if it is assumed that it is still decreasing, then the satisfaction value obtained by 3.4375, still in the "good" category. so it was concluded that the level of student satisfaction with thesis guidance services provided by lecturers during the Covid pandemic was still very good.

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