

Quality of Online Learning Services in Graphic Design And Publishing Courses During The Covid-19 Pandemic

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Abstract,

The Covid-19 pandemic that has hit the entire world has caused all activities to be carried out online (online) including learning activities. Experience is lacking and is something that is still unfamiliar in Indonesia in conducting online learning, causing several obstacles and difficulties in delivering learning optimally, especially in practical courses. The problem of this research is "How is the Quality of Online Learning Services in Graphic Design and Publishing Courses during the Covid-19 Pandemic". The purpose of this research is the development of a conceptual integration model in the quality of online learning services expected by students. The sample size of this study was 21 respondents. The method of data collection is done by providing a list of questions using Google Form. Reliability results are considered good enough; Responsiveness, Assurance and Attention are considered good; Direct Evidence (Tangible) has not been good. The conclusion in this study was obtained to conclude that the limited facilities and infrastructure and costs owned by students in conducting practical lectures online during the COVID-19 pandemic caused many obstacles in carrying out a quality online service process.

Keywords: Quality of Service, Online Learning, Covid-19 Pandemic

INTRODUCTION

The Covid-19 pandemic has hit the entire world and many casualties have been taken. At the beginning of the emergence of Covid-19, according to data that can be seen on the p2p.kemkes.go.id website. on Tuesday, March 31, 2020, a total of 1,528 cases were recorded spread across 32 provinces with 81 people recovered, 136 total cases of death (Ministry of Health, 2020). Reported on the merdeka.com website (2020) in November 2020, Covid-19 cases are increasing. It was stated that on November 29, 2020, there were 534,266 Covid-19 cases, with a total of 16,815 patients dying. Then on the next day on November 30, 2020, the total number of patients increased to 538,883 cases with the total number of deaths increasing to 16,521 people.

The increasing cases of Covid-19 and have not been controlled, causing all activities, especially face-to-face social interactions, to be eliminated or minimized, including teaching

and learning activities. In complying with government regulations and to prevent the spread of the outbreak, Semarang State Polytechnic also conducts full online learning activities. One of them is graphic design and publishing courses. In graphic design and publishing courses , lecturers must try to ensure the facilities owned by students while trying to maintain the quality of service in online learning.

Service quality according to Lewis and Booms (in Tjiptono, 2006) is a benchmark of the level of service provided that is adjusted to customer expectations. These services are intangible and easily lost, but can be felt and remembered. The world of education is a service provider where the quality of service is prioritized, both in terms of administration, and learning services by teachers are no exception. Customers in educational institutions always expect good service, especially in learning so that the provision of knowledge obtained by customers can be easily understood in accordance with what they expect.

The graphic design and publishing course is a practical course that must be undertaken by students of the Applied Business Administration study program, Department of Business Administration, semester 5 (five). Graphic design and publishing courses are carried out using electronic devices, namely laptops or computers with Photoshop and Coreldraw applications. The Department of Business Administration has a laboratory that provides laptops / computers with both applications, but when the Covid-19 Pandemic takes place, students must take part in online learning (at their respective homes) using the tools they have. Not all 5th semester students have laptops/computers that comply with the standards to run Photoshop and Coreldraw applications, and almost all students do not have these applications. This causes lectures to be hampered to start immediately and lecturers must try to direct and help students to be able to do graphic design practicum. It takes extra energy and patience when it comes to teaching practicum online, because not all students have a fast understanding and many obstacles in operating the application.

Service quality is very important to achieve the highest customer satisfaction, especially for service providers. Quality of service is the only thing sold to service providers, one of which is the world of education. During the Covid-19 Pandemic, education service providers have new challenges by continuing to conduct service business using technology without meeting directly with customers. Various applications and ways are used so that the

services provided are not much different when serving face-to-face or offline services (outside the network).

Based on the description of the background, the problem of this research is "How is the Quality of Online Learning Services in Graphic Design and Publishing Courses during the Covid-19 Pandemic".

LITERATURE REVIEW

1. Services/Services

Service according to Supranto (2006) is an appearance performance, intangible and quickly lost, more perceivable than owned and customers are more able to actively participate in the process of consuming the service. According to Tjiptono (2006) the characteristics of services can be described in 4 dimensions, namely intangible, inseparability, variability and perishability. Services are intangible which can be interpreted as not being able to be seen, felt, touched, smelled or heard before purchase. Services are usually sold first and then produced and consumed simultaneously. Services are highly variable because they are nonstandardized outputs, where many variations in form, quality and type depend on who, when and where the service is produced. Services are non-durable commodities and cannot be stored, so if a service is not used, then the service will pass away.

2. Quality of Service

Service quality according to Lewis and Booms (in Tjiptono, 2006) is a benchmark of the level of service provided that is adjusted to customer expectations. Service quality can also be interpreted as a focus on meeting needs and requirements, as well as punctuality in meeting customer expectations. (Arianto, 2018) . While the quality of service according to Philip Kotler (2012) is the performance offered by one person to others, where the performance can be in the form of an intangible action and does not result in the ownership of any goods and to anyone.

Service quality indicators according to Parasuraman (1985) can be measured using five indicators as follows:

a. Reliability

Reliability is the ability to provide promised services promptly, accurately and satisfactorily with dimensions of accuracy in serving customers, clear service standards and the ability to use tools in the service process.

b. Responsiveness

Responsiveness is the desire to support customers in providing reactive services with the dimension of responding well to customers who want to get service; doing services quickly, precisely and carefully; serving in a timely manner; and all customer complaints are responded.

c. Assurance

Assurance is the knowledge and courtesy of company employees and the ability to increase customer trust in the company, with the dimension of providing timely guarantees in customer service; providing cost guarantees in accordance with services; and providing guarantees of legality.

d. Attention

Attention is the ease of building relationships, good communication, personal attention and understanding of customer needs, with the dimensions of serving with courtesy and hospitality; respecting each customer; putting the interests of customers first; serving non-discriminatory.

e. Direct Evidence (Tangible)

Direct Evidence (Tangible) is a form of service that can be seen directly, including physical facilities, staff equipment and communication facilities, with dimensions of ease in the service process; the use of tools in service; appearance in serving customers; comfort of the service provider's place; discipline in performing services; and ease of customer access in service requests.

RESEARCH METHODS

This research is a type of qualitative descriptive research, which is carried out to describe a social process, especially with problems in online learning services. Qualitative research according to Silalahi (2009) is defined as a process of inquiry to understand social

problems based on creating a complete holistic picture formed in words, reporting the views of informants in detail and arranged in a natural setting. The quantitative research method is by conveying data narratively by saying people or quotes, various texts, or other discourses. Datacollection method by asking a list of questions to respondents through Google form and data obtained during lectures.

1. Population and Sample

The population of this study is 59 students of Grade 3 of the Applied Business Administration Study Program, Department of Business Administration. The sampling technique uses purposive sampling method. The requirements for the sample are first, students of the third-level DIV Applied Business Administration study program who have attended the mata graphic design and publishing course; Second, respondents are willing to fill out questionnaires. The number of research samples was 21 respondents.

2. Operational Definition

Operational definition as follows:

Table 1 Operational Definitions

No	Variable	Operational Definition	Indicators
1	Quality of Service	Quality of service is the performance offered by one person to others, where the performance can be an intangible action and does not result in the ownership of any goods and to anyone.	<ul style="list-style-type: none"> • Reliability • Responsiveness • Assurance • Attention • Direct Evidence (Tangible)

RESULTS AND DISCUSSION

1. Reliability

Reliability is the ability to provide promised services promptly, accurately and satisfactorily with dimensions of accuracy in serving customers, clear service standards

and the ability to use tools in the service process (Parasuraman, 1985). Based on the results of research that has been done, it is considered by students to be quite good. This is because lecturers have done lectures in accordance with the course and what students need, but unfortunately this enough assessment occurs because when online lectures take place, sometimes experience signal disconnection or lack of image quality, because in this lecture a good image display will help students understand what is being explained.

2. Responsiveness

Responsiveness is the desire to support customers in providing reactive services with the dimension of responding well to customers who want to get service; doing service quickly, precisely and carefully; serving in the right time; and all customer complaints are responded to (Parasuraman, 1985). The results of the research that has been done, students respond well to the apprehension of teachers, where all efforts have been made by teachers. However, students hope that assignments can be reduced and this is contrary to practical courses, where the way to find out student understanding in practical courses is to see the results of the practice that has been done by students.

3. Assurance

Assurance is the knowledge and courtesy of company employees and the ability to increase customer trust in the company, with the dimension of providing timely guarantees in customer service; providing cost guarantees in accordance with services; and providing guarantees of legality (Parasuraman, 1985). Based on the results of research that has been conducted in terms of Assurances, respondents are considered good, this is because teachers always use good language and are easily understood by students, so that what is said by teachers, respondents can understand well.

4. Attention

Attention is the ease of building relationships, good communication, personal attention and understanding of customer needs, with the dimensions of serving with courtesy and hospitality; respecting each customer; putting the interests of customers

first; serving non-discriminatory (Parasuraman, 1985). Based on the results of research that has been done in terms of attention (attention) has been well done because lecturers patiently respond and try to help students in dealing with problems in this graphic design course, even though it is online. But in this case, lecturers need extra energy because consultation and problem solving can last until late at night, so that rest hours for lecturers are reduced.

5. Direct Evidence (Tangible)

Direct Evidence (Tangible) is a form of service that can be seen directly, including physical facilities, staff equipment and communication facilities, with dimensions of ease in the service process; the use of tools in service; appearance in serving customers; comfort of the service provider's place; discipline in performing services; and ease of customer access in service applications (Parasuraman, 1985). Based on the findings obtained during the lecture, the form of direct evidence services cannot be fully fulfilled because laptop/computer facilities must be provided by students themselves during online lectures and not all students are able to install applications (photoshop and coreldraw) that have been given. The videos provided are not fully able to help students in handling their cases in terms of using the design application.

6. Inhibiting Factors in Practical Learning Services

The graphic design and publishing course is a practical course using a laptop / computer and design applications (Photoshop and Coreldraw). Learning graphic design and publishing courses that are carried out online has very many obstacles. The lack of availability of facilities owned by students such as laptops / computers with design applications (Photoshop and Coreldraw), causes lectures cannot take place according to their time. Online lectures require internet capital (data packages/quotas or wifi) and not all students are able to meet this, to the inability topay during the Covid-19 pandemic. The signal in each student area varies in stability, including lecturers, when the signal is interrupted or blocked, lecturers must repeat the explanation so that a lot of time is wasted. Practical lectures including graphic design and publishing courses must

be explained slowly with examples of work and students simultaneously follow the steps taken, this cannot be done online because of the limited facilities owned by students, it is not possible to conduct virtual meetings. Along with opening the design application to do practicum. When going to do assignments, students must reopen the material that has been taught, so that lecturers provide video tutorials that can be replayed, this also makes students who use internet packages run out quickly. Courses that are carried out online, make it difficult for lecturers to see student expressions, so they do not know whether the student really understands or not. The number of assignments given in other courses, including material courses, makes students overwhelmed in doing practical assignments.

CONCLUSION

The conclusions obtained from this study are:

1. Reliability

Reliability is considered good enough. This is because lecturers have conducted lectures in accordance with the theme of the course and what students need, but unfortunately this enough assessment occurs because when online lectures take place, sometimes experience signal disconnection or lack of image quality, because in this lecture a good image display will help students understand what is being explained.

2. Responsiveness

Responsiveness respondents respond well to the apprehension of teachers, where all service efforts have been made by teachers.

3. Assurance

Assurance is considered good by respondents, this is because teachers always use good language and are easily understood by students, so that what is said by teachers, respondents can understand well.

4. Attention

Attention is good because lecturers patiently respond and try to help students in dealing with problems in this graphic design course, even though it is online.

5. Direct Evidence (Tangible)

Direct Evidence (Tangible) has not been good. This is because in online lectures facilities must be provided by students themselves and not all students are able to fulfill this.

6. Inhibiting Factors in Practical Learning Services

Limited facilities and infrastructure as well as the costs owned by students in conducting practical lectures online during the Covid-19 pandemic have caused many obstacles in carrying out quality online service processes.

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