



Quality of Science Learning Services in The Covid-19 Pandemic

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Abstract: The implementation of online science learning at SMPN 3 South Wangi-Wangi did not work as it should. This study aims to determine the quality of learning services provided by teachers during the Covid-19 pandemic in terms of student satisfaction levels. The research method used in this study is a survey method with a quantitative approach. Data collection techniques in this study using questionnaires and documentation. The data analysis technique used in this study used descriptive statistical analysis. Based on the results of the study, it is known that the five indicators/dimensions of science learning services are considered to have met student expectations, with the assurance dimension obtaining the highest satisfaction score of 79.6% and the tangible dimension obtaining the lowest satisfaction score of 68%. So that after the overall calculation, it is known that the level of student satisfaction with science learning services during the Covid-19 pandemic is 73.13% so it can be categorized as satisfied. Thus, it can be concluded that the quality of science learning services at SMPN 3 South Wangi-Wangi during the Covid-19 pandemic was in a good category

Keywords: Science learning; Service quality; Student satisfaction

Introduction

At the beginning of 2020, the whole world was shocked by the emergence of the Corona Virus Disease (Covid-19) outbreak. Covid-19 was first discovered in Wuhan City, China, in November 2019. This virus eventually spread very quickly and affected all aspects of human life, including education (Wu et al., 2020). The emergence of this outbreak has made many countries take steps to close educational institutions, including Indonesia (Agus Wahyudi, 2021). With the outbreak of Covid-19, the learning system in Indonesia has undergone several changes, starting from being done online to being conducted face-to-face again. Changes in the learning system that continue to occur affect the quality of learning services received by students because students must continue to make adjustments to the established learning system.

At the beginning of this outbreak, all learning services must be conducted online, where the

government in this case the Minister of Education and Culture stipulates the implementation of online learning from home for students and students, including work, teaching, or lecturing activities for employees, teachers, and lecturers.

This is stated in the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia, Number 36962/HA/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (Covid-19). After the issuance of the policy. Finally, all schools in Indonesia must conduct online learning, without exception, SMPN 3 Wangi-Wangi Selatan which is located in Wangi-Wangi, Wakatobi Regency. At the beginning of the establishment of policies for the implementation of online education which were set suddenly and without any preparation, it made the education staff experience difficulties. Educational staff in this case are teachers, required to present learning

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virtually by using virtual meeting platforms such as Zoom Meeting, Google Meet, and so on.

However, the implementation of online science learning at SMPN 3 South Wangi-Wangi did not work as it should. Based on observations found in the field facts that teachers are less innovative and only rely on Whatsapp and Youtube as a medium for giving and receiving material and assignments. Not only that, the many assignments given by the teacher make students feel bored so they are reluctant and lazy to do the assignments given. In addition, there are several other obstacles experienced by students in the implementation of online learning, including: 1) lack of mastery of technology, 2) not all students have gadgets/mobile phones that will be used in online learning, 3) unstable network conditions, and 4) high internet quota.

The existence of these obstacles affected the process of learning science, so that eventually over time the Covid-19 case decreased. Due to the many obstacles experienced by teachers and students during science learning, the government finally decided to carry out face-to-face meetings. This was stated in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 03/KB/20211, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 regarding Guidelines for Implementation of Learning During the Covid-19 Pandemic. The many problems encountered in science learning during the Covid-19 pandemic will affect the quality of learning services students receive. This study aims to review the level of student satisfaction with the quality of science learning services provided by teachers during the Covid-19 pandemic.

Method

This research was carried out at SMPN 3 South Wangi-Wangi, Wakatobi Regency, Indonesia. The research method is a survey method with a quantitative approach. Data collection techniques in this study used questionnaires and documentation. The data analysis technique used in this study uses descriptive statistical analysis. This research is a type of survey research with a quantitative approach. The population used in this study were all students of SMPN 3 South Wangi-Wangi. The total population in this study was 462 students. The number of samples in this study was 30 respondents.

Result and Discussion

The frequency of answers was carried out to know the categories of satisfaction levels per student (Table 1).

Table 1. Answer frequency

Category	Frequency
Very satisfied	0
Satisfied	21
Quite satisfied	8
Less satisfied	1
Not satisfied	0
Total	30

Tangible Dimension

The tangible dimension is a service quality dimension related to the attractiveness of the facilities, equipment, and materials used and the employees' appearance (Table 2).

Table 2. Tangible dimension satisfaction category

Dimen sion	Total score	NS (Mean)	NH	NS x 100% NH	Category
Tangible	408	13.6	20	68	Satisfied

Dimension of Empathy

The empathy dimension is related to employees' willingness to establish relationships, good communication, personal attention, and understanding of individual customer needs. This dimension consists of 3 indicators: teacher tolerance for students, learning difficulties, and remedial opportunities for students (Table 3).

Table 3. Dimension of empathy satisfaction category

Dimen sion	Total score	NS (Mean)	NH	NS x 100% NH	Category
Empathy	424	14.13	20.00	70.65	Satisfied

Dimensions of Responsiveness

The responsiveness dimension is related to employees' willingness and ability to provide services quickly and responsively. This dimension consists of 4 indicators, the teacher's quick response, the use of learning methods, giving assignments at the end of the lesson, and giving rewards and punishments (Table 4).

Table 4. Category satisfaction responsiveness dimension

Dimension	Total score	NS (Mean)	NH	NS x 100% NH	Category
Responsiveness	576	19.20	25.00	76.80	Satisfied

Dimensions of Reliability

The reliability dimension relates to the ability of service providers to provide services promptly, consistently, and accurately by the agreed time. This dimension consists of 2 indicators: assessment of student learning outcomes and teacher discipline (Table 5).

Table 5. Satisfaction Category Reliability Dimension

Dimensi on	Total score	NS (Mean)	NH	$\frac{NS}{NH} \times 100\%$	Category
Reliability	218	7.26	10.00	72.60	Satisfied

Dimension Assurance

The assurance dimension relates to the behavior of employees who can foster customer trust in the company, and the company can create a sense of security for its customers. This dimension consists of 2 indicators: the safety of the implementation of learning and reinforcement and feedback on the subject matter (Table 6).

Table 6. Category Satisfaction Dimension Assurance

Dimension	Total score	NS (Mean)	NH	$\frac{NS}{NH} \times 100\%$	Category
Assurance	239	7.96	10.00	79.60	Satisfied

Quality of science learning services during the Covid-19 pandemic at SMPN 3 South Wangi-Wangi is an evaluation of the quality of science learning received by students during the Covid-19 pandemic regarding satisfaction levels. The higher the value of satisfaction with the service, it can be said that the service is of high quality and vice versa. Quality is a dynamic condition related to products, services, people/labor, processes, and the environment that meet or exceed expectations (Naini et al., 2022). A product is said to be of high quality if it can pleasure consumers, according to what consumers expect of a product. Thus, the quality of service can be known by comparing the perception/satisfaction of the service received with the expected benefit (Elisabeth et al., 2019).

Customer expectations have a huge role in determining the quality of a product/service. The service received or perceived by the customer is as expected, the service quality can be perceived as good and satisfactory. If the service received exceeds customer expectations, then the service quality is perceived as ideal quality. Conversely, if the service received is lower than the customer expects, the service quality can be perceived as bad (Hermawan et al., 2017). The results of this study indicate that students are satisfied with the five indicators/dimensions of the quality of science learning services at SMPN 3 South Wangi-Wangi during the Covid-19 pandemic, which includes the dimensions of tangible, empathy, responsiveness, reliability, and assurance.

Dimension Assurance (Guarantee)

Based on the calculation, the assurance dimension provides the highest satisfaction with a percentage value of 79.6%. This shows that, in general, students are

satisfied with the safety of the implementation of science learning and the teacher's reinforcement and feedback actions.

Safety of learning implementation

Education is a continuous process of how knowledge develops and is transferred. During this Covid-19 pandemic, one of the mandatory requirements for face-to-face learning in schools is that all education personnel, including teachers, must have carried out the Covid-19 vaccination. This creates a sense of security when face-to-face learning is carried out in the school environment.

A sense of security and comfort in the learning process, especially during the Covid-19 pandemic emergency, is essential because it will affect students' concentration and enthusiasm for learning so that the subject matter delivered by the teacher will be easier to understand. (Y. AlKandari, 2021), which states that every student wants a sense of security and self-protection from the anxiety or inner pressure he receives. Students will be more enthusiastic if the teacher presents a learning atmosphere with a sense of security. It was then resumed. In its implementation, nothing is more important than the safety and security of educators and students, especially amid the Covid-19 outbreak.

Reinforcement and feedback

During this Covid-19 pandemic, strengthening and feedback on science learning assignments carried out by teachers is part of the needs of students. This is because the provision of reinforcement and feedback will affect student learning outcomes. The reinforcement condition in learning affects student science learning outcomes (Yulianti et al., 2019). However, the punctuality of providing reinforcement and feedback must still be considered by the teacher for its effectiveness because if support and feedback are given at an inappropriate time or atmosphere, they will lose their effectiveness and can have a negative influence on student learning activities (Mupa & Chinooneka, 2015). Therefore, the importance of the sensitivity of the teacher in reading the conditions or science learning atmosphere in the classroom.

Responsiveness

Responsiveness is the second dimension, with the highest percentage value, 76.8%. The results showed that students were generally satisfied with the teacher's willingness to provide services quickly and responsively. The responsiveness dimension indicator shows the teacher's quick response when students ask questions, the learning methods, assigning assignments, and giving rewards and punishments.

Teacher's fast response

One of the characteristics of learning with the 2013 curriculum is the interaction of teachers and students, students with other students, and students and learning resources. The exchange will, of course, be sourced or derived from the teacher himself. Therefore, the teacher should be able to attract students' sympathy so that students are interested in asking questions and can provide a fast and appropriate response.

Giving a quick and precise response when students ask questions is very important because it will affect students' self-confidence and motivation to learn. If students ask questions but do not get a response from the teacher, students will feel reluctant or lazy to ask again.

Use of learning methods

Then the other most important part of implementing science learning is the learning method. The learning method implements plans prepared as real and practical activities to achieve learning objectives (van Diggele et al., 2020). During the Covid-19 pandemic, the use of science learning methods must be considered for an effective and efficient teaching and learning process to support the achievement of learning objectives. In determining the learning method, the teacher must first know the student's character because by knowing or knowing the student's nature, the teacher will be able to guide and direct students so that learning will run well.

The use of science learning methods is a measure of learning success and will affect students' interest in learning. The use of learning methods dramatically influences the development of students' interest in learning. Where if the teacher teaches in a boring way, the good and enthusiasm of students to learn will decrease. However, if the teaching method is fun, students will be interested and intensely interested in learning (Coman et al., 2020).

Giving assignments at the end of the lesson

Giving assignments to students is an integral part of the learning process. During the Covid-19 pandemic, many teachers do homework assignments to keep students motivated to study even though they are at home. Giving lessons is also an effective way for teachers to measure student learning progress. However, the teacher must still consider several essential things so that this assignment's assignment can positively impact students, including considering students' abilities, considering the proportion of tasks given, and considering the form of grants provided.

Giving rewards and punishments

The reward comes from English which means award. Then, punishment also comes from English

which means discipline. It is known that the provision of rewards and punishments in learning is intended to motivate students to learn and realize mistakes for violations committed. The provision of rewards aims to create a pleasant atmosphere in science learning for students, as well as to encourage the spirit of learning and student motivation to know, so that teaching and learning activities do not cause boredom in students (Nafiah et al., 2021).

The provision of punishment is intended so that students can correct the violations or mistakes they have made (Hand, 2020). Giving a penalty does not always have to be harmful or detrimental to students because it can damage the relationship between teachers and students (Swera Latif et al., 2020). Giving rewards and punishments during this pandemic is very important for teachers to do as an effort to increase student science learning motivation. It is undeniable the emergence of the Covid-19 outbreak has an impact on the decline in student learning motivation. Therefore, it is essential to give rewards to students because it affects students' learning motivation. This is in line with the expression of Gonzalez et al. (2020), who stated that the provision of prizes during the Covid-19 pandemic positively affected student learning motivation.

Reliability (Reliability)

Reliability is a dimension in the third position and gets a percentage value of 72.6%. The results of this study indicate that there is a match between student expectations and the performance given by the teachers. Students were generally satisfied with using theoretical and practical exams to assess learning outcomes and the teacher's willingness to enter during the course hours according to the specified time.

Assessment of student learning outcomes

The interaction of the act of understanding and the act of teaching. From the teacher's perspective, the front of education ends with evaluating learning outcomes. From the student's perspective, learning outcomes are the end of the cut and the peak of the learning process (Fricitarani & Maksum, 2020). According to ,the assessment of learning outcomes by teachers is the process of collecting information or data about student learning achievements in the aspects of attitudes, knowledge, and skills which is carried out in a planned and structured manner to monitor the process, learning progress, and improve learning outcomes through assignments and evaluation of learning outcomes (Umar, 2018). The assessment of students is a necessary process to obtain information that will be used for decision-making on students, curriculum, programs, and schools, as well as policies in education (Lo et al., 2022).

Assessment of student science learning outcomes is carried out using various techniques by the competencies to be assessed, which consist of knowledge, attitudes, and skills. Knowledge competency assessment can be done through written tests, oral tests, and assignments. Attitude competency assessment can be done through observation and self-assessment. Skill competency assessments can be carried out through practical performance assessments, project performance, and portfolios.

Teacher discipline

The success of the science learning process is highly dependent on several factors, one of which is the teacher factor. Teacher discipline must be considered because it is a role model for students. According to Gottfried & Kirksey, to realize the expected learning objectives, it is essential for teachers with a highly disciplined attitude in carrying out learning, such as discipline in their attendance and discipline in utilizing the available study time according to the schedule set by the school (Gottfried & Kirksey, 2017).

Teacher discipline can also increase student learning motivation, which states that teacher discipline is an external factor that significantly influences the increase in student learning motivation. Teachers have an essential role in providing learning motivation to students, so teachers must maintain learning motivation and everything related to the cause, such as needs, desires, and others (Mauliya et al., 2020).

Empathy

Empathy is the fourth dimension that gets a percentage value of 70.65%. The results showed that students were satisfied with the teacher's willingness to provide tolerance for students who were late in entering or late in collecting assignments, giving personal attention to students who had learning difficulties, and providing opportunities for students to take follow-up or remedial exams if they did not complete the midterm exam. Semester and end-of-semester exams.

Teacher tolerance for students

Tolerance in science learning is something that both teachers and students must do. In practice, the teacher should provide opportunities for students who are late to enter the class or collect assignments to keep up with learning. However, before that, the teacher must provide understanding, teach students how to manage time well, and be responsible for the tasks given.

Learning difficulties

According to Berman, learning difficulties are conditions where students cannot learn optimally due to

obstacles, obstacles, or disturbances in their learning. Learning difficulties can be caused by two main factors: internal and external factors. Internal factors that cause learning difficulties include; intelligence, talent, interest, motivation, and physical condition. At the same time, external factors include environmental conditions, the economy, schools, and the surrounding community (Berman et al., 2018).

In carrying out learning tasks, teachers are obliged to present lesson material and evaluate student work and are responsible for implementing tutoring. As student learning guides, teachers must approach not only through an instructional approach but also with a personal approach in every teaching and learning process. Through a unique system, teachers will be able to directly know and understand students so that teachers can know students' learning difficulties (Sintadewi et al., 2020).

Indeed, teachers need to know students who have or experience learning difficulties so that efforts can be made as early as possible to overcome these difficulties. Then, teachers need to pay special attention to students with learning difficulties. This is because, specifically, students who have learning difficulties must get individual attention to overcome these learning difficulties.

Remedial opportunities and follow-up exams for students

Remedial means improvement or, in the context of learning, curative means re-teaching for students whose learning outcomes are poor. According to Vincent, corrective is a teaching and learning activity that is healing or improvement towards achieving the expected learning outcomes. Remedial is essentially assisting students with learning difficulties (Vincent et al., 2020). Remedial is an element that cannot be separated in the world of education because, in the educational process, there are standards that students must achieve. In the learning process, remedial is something that students need because with remedial, students can make improvements to meet the graduation standards that have been set (Yolak et al., 2019).

During this Covid-19 pandemic, teachers have provided opportunities for students who get test results that do not reach the KKM to take remedial, especially after the midterm and end-semester exams are carried out. Then, the teacher has also provided opportunities for students to take follow-up exams if they do not take the mid-semester or end-semester exams.

Tangible (physical/direct evidence)

The tangible dimension is the dimension that gets the lowest percentage value, which is 68%. The results showed that, in general, students were satisfied with the number of students in each class, the use of learning

media used by the teacher, the use of masks, to the clothes used by the teacher.

Number of students per class

During the Covid-19 pandemic, the capacity of students in each class and the application of health protocols must be considered for the sake of safe limited face-to-face learning. Previously, little face-to-face learning was carried out with the condition that the school was in a region/region with PPKM conditions at levels 1-3, with a maximum capacity of 18 students in each class, and using a shift system in its implementation. In the end, the policy underwent a change where schools could return to authentic face-to-face learning with the capacity in each class being 100%, and there was no more division of learning shifts. So, learning can be carried out in full while still implementing the health protocol.

Teacher's appearance

The teacher's appearance is one of the external factors affecting student learning motivation. The teacher's performance in teaching is directly related to student learning motivation. Students will be motivated to study well if the teacher's appearance is to student expectations. Therefore, teachers must maintain their appearance to maintain student learning motivation (Yu-ling et al., 2015).

Use of learning media

Media comes from Latin, which means intermediary or introduction. According to Marpanaji, learning media can be defined as tools used by educators to be used by students in achieving learning goals. In general, teaching media facilitate the delivery of subject matter to students (Marpanaji et al., 2018). The use of science learning media must be considered, especially during this Covid-19 pandemic. This is because using various educational media can attract students' interest and motivation to learn. This is in line with the expression of Al Mardhiyyah in their research entitled "Using Learning Media To Increase Learning Motivation In Elementary School," which states that the use of learning media serves to stimulate student interest in learning to increase student learning motivation (Al Mardhiyyah et al., 2021). Then, the increase in interest and motivation to learn will directly affect student learning outcomes (Triarisanti & Purnawarman, 2019).

In implementing learning during the Covid-19 pandemic, teachers use learning media that are generally used, namely using, blackboards, textbooks, projectors, and so on. Furthermore, based on the results of data interpretation by comparing the average value and the expected value obtained from the results of the study, it can be seen that the percentage of student

satisfaction with learning services during the Covid-19 pandemic is 73, 13% so that it can be categorized as satisfied.

Conclusion

The level of student satisfaction with science learning services during the Covid-19 pandemic is 73.13% so it can be categorized as satisfied. Thus, it can be concluded that the quality of science learning services at SMPN 3 South Wangi-Wangi during the Covid-19 pandemic was in a good category.

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