



## Influence Service Distance Learning Far Its Relationship with Student And Lecturer Satisfaction At UIN STS Jambi

Nurul Fitri Febriyanti , Supian Ramli, Mulyadi  
University of Jambi

Corresponding Author : [nurulfebriyantipls@gmail.com](mailto:nurulfebriyantipls@gmail.com)  
[Supian.ramli@unja.ac.id](mailto:Supian.ramli@unja.ac.id)  
[mulyadahmad@unja.ac.id](mailto:mulyadahmad@unja.ac.id)

Received: 10/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

### Abstract

The purpose of this study was to determine the Distance Learning (PJJ) Academic services for user satisfaction at UIN STS Jambi , using samples of permanent lecturers and students at UIN STS Jambi consisting of from a number of faculty , the target was 200 respondents, only 138 people were caught , data collection using *Google Form* , This research was conducted using a quantitative narrative method, and the results showed a relationship between service quality and user satisfaction.

Keywords: *service academic, satisfaction, student*

### Abstract

The purpose of this take a look at changed into to look offerings on person satisfaction at UIN STS Jambi with a pattern of everlasting teachers and college students at UIN STS Jambi, the goal turned into 200 respondents, simplest 138 humans had been netted, taking records the use of google. form, this study became performed with a quantitative descriptive approach, and the The result is that there's a courting between best service and consumer delight.

Keywords: *service, satisfaction, lecturer and students*

## INTRODUCTION

The presence of the had an impact on all areas of life in almost all countries, because this outbreak attacks indiscriminately, regardless of whether Rich countries, poor countries, developed countries and developing countries, all are affected by the corona virus. or known to him Also with designation including Indonesia which is currently being attacked by the virus over the past few times.

Transmission of the corona virus can occur through various things as follows: " *Droplets* or droplets of fluid that come from coughing and sneezing. Individual contact such as holding and shaking hands. Holding objects or surfaces with virus in above it, after that hold mouth, nose, or eyes before washing hands Fecal contamination (rare) A recent study display ability transmission through the air. When someone coughs or sneezes and produces fluids that contain viruses, there is the potential "It is intended to spread into the air and can directly enter another person's body if they are in a position next to each other," said the Head of *the World Health Organization's Emerging Diseases and Zoonosis Unit* , Dr. Maria Van Kerkhove, quoted from CNBC.

In order to avoid the spread of this virus, some information has been issued. There is one *policy* that the government has issued, namely to postpone all teaching and learning activities and those that are not teaching and learning activities for at least the next few weeks. Regarding the conditions in question to respond to the anxiety from the Parents who are afraid that their sons and daughters will be exposed to the corona 19 outbreak if they carry out activities that involve many people, so that policies of maintaining distance and compliance with maintaining cleanliness are the best options, many people are WFH or *Work From Home* where everyone from workers, students to elementary school students also do everything online . By because That, part big university also implements an online lecture system , UIN STS JAMBI is a national Islamic state focuses The focus is on achieving international quality standards. The birth of the UIN STS Jambi campus was inseparable from the development of the Islamic religion, as well as Islamic educational institutions in Jambi province. and the number of odd semester students in 2023 is approximately 29,817 students.

. The goal is for students to always be able to carry out lecture activities even though they do not meet face to face with the lecturers so that the gaps throughout the school year are part Sunday Can utilized in a way

he teacher does not become the center of knowledge ownership because students are very

optimal. But it needs to be remembered If the goal of education is to transfer knowledge from lecturers to students so that students master what is given by the lecturer, what they originally did not know becomes known.

E-learning is a learning method that allows lecturers to give lectures to students. The students are up to the agreement between the lecturer and the students. Likewise, students will get more free knowledge because with online technology, lecture materials can be downloaded at any time, at any time. According to Panen (2016), online learning has advantages compared to regular learning because there is a new atmosphere when learning occurs and this is what differentiates it from direct learning. This strategy can be used for carry out distance learning activities (online) and are also used to fulfill learning methods directly. Because for some studies that have been tried convincingly if the consumption of online techniques during lectures can provide good quality in teaching and learning at the university level (Ali et al., 2013; Fu, 2013; Nawaz et al., 2011; Noor- Ul- Amen, 2013; Reigeluth et al., 2008; Renes & Strange, 2011; Sarkar, 2012). This consumption helps the Faculty and Study Programs to design lecture programs that allow lecturers and students to have more time to *share* and build knowledge (Kabir, 2012; Rienties & Townsend, 2012). Studies also say that the consumption of online technology in teaching and learning allows students to get a better learning experience in class (Fu, 2013; Noor- Ul- Amin, 2013).

Not only that, e-learning can also really change the pattern of lecturers designing and delivering lectures (Rienties & Townsend, 2012; Snyder, 2003; Wright et al., 2013). ICT allows lecturers to practice more active learning methods by using order method teaching And online learning, for example Learning Management Systems (Gabrielsson et al.), 2010). In this system, collaborative learning is intended to be established (Kabir 2012; Lane, 2008). Not only that, lecturers and students are allowed to obtain information through various online sources, such as e- books, e-journals, And source online Which other. As a result

capable of collecting, analyzing, and even producing their own information (Bates & Sangrà, 2011; Thomas, 2011).

When circumstances require social distancing due to, where everyone is working from home until all face-to-face teaching is attempted online, all lecturers, all courses, all students do it, whether they like it or not, because the situation has to be like that.

In reality, when *e-learning* is implemented using campus *e-learning applications*, Google Meet, Zoom and so on, there are many complaints from students, not all lecturers really understand how and what is meant by *online lectures*. Meanwhile, what is meant by the online lecture system itself is a lecture system that uses internet access as a planned and presented educational tool. in the form of lecture materials, video recordings, audio, or essays by the college/university (Wikipedia).

Many students complain and object to this. The reason is that there are quite a few obstacles that they encounter when using the online system, face-to-face lectures alone sometimes still require extra explanations, especially with the existence of online lecture policies, students are required to learn and master the modules that are informed themselves. Not only that, one of the problems is also related to the network obstacles that are felt students. Many have difficulty accessing both assignments and materials given, which also burdens students, especially those with limited internet access.

Students are not free in education because there is no 2-way communication between students and lecturers. Not to mention when collecting assignments *online*, it opens up opportunities for copy paste to become even greater. Not only that, there are also physical obstacles in comparing reading *soft files* and *hard copies* that are tiring. Thus, the service of this online education system is very functional in ensuring user satisfaction, because for Long Pham, et al. (2019) if with good service quality from e-learning Which tried throughout This until want to

user satisfaction emerges, where the quality of the service is in the form of the quality of the e-learning system, the quality of the modules and instructors, and the quality of the administration and service support. Not only that, according to Muhammad Bakrie et al (2019) if quality service in something institution major academies have a significant direct influence on student satisfaction. This research is supported by Mubbsher Munawar Khan (2011) that service quality has a significant influence on student satisfaction, which states that If learning institutions want to satisfy their students, then providing better services will be a good tool to do so. Likewise, for María-Jesús Martínez-Argüelles and Josep-Maria Batalla-Busquets (2016), there is a relationship between service quality and student satisfaction, How are the services provided by the e-learning application? according to lecturers and students due to Is there a relationship to user satisfaction? Are there any difficulties experienced by lecturers and students when using *e-learning*? So that the results of the study It is hoped that this can be used as input for stakeholders to evaluate the teaching and learning activities of lecturers in the use of *e-learning* so that in the future the teaching and learning activities of lecturers and students can be even better.

## METHOD

The method used in this study is a descriptive and associative method. This method allows observers to discuss real stories and facts about the facts related to ICT consumption, especially online at the Academy. For Sugiyono (2015: 53), "Descriptive study is a study that attempts to identify the existence of independent variables, namely only one or more variables, without making comparisons or connecting them with other variables (the independent variable is a variable that stands alone, not variable independent, Because when variable

independent still in pairs with the dependent variable”.

Information collection using questionnaires distributed to each lecturer in each faculty with the questionnaires being:

- About demographics from Respondent And usage *e-learning*
- About PJJ services and user satisfaction After That tried test *validity* as well as *reliability* with use correlation *product moment* . Then for data analysis made analysis information associative using *product moment correlation* .

### RESULTS AND DISCUSSION

At the moment results from this research is to tabulate after previously collecting data from respondents at UIN STS JAMBI.

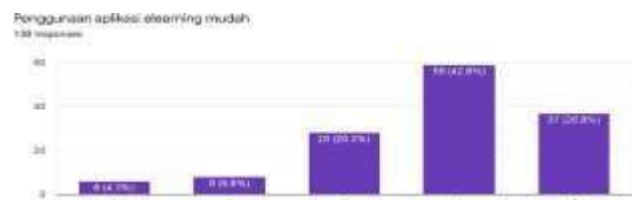
Previously Validity and authenticity tests were carried out with the following results:

Kuesioner	Validitas	Reliabilitas
Kualitas layanan PJJ 14 butir	Semua butir diatas r 0,361	0,899
Kepuasan Pengguna 9 butir	Semua butir diatas r 0,361	0,896

Data collected by disseminating via *Google Form* , And collected as much as 138 respondents with the following respondent details:

Then the descriptive data that can be summarized is as follows:

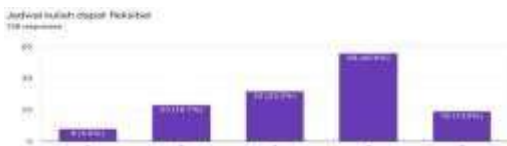
As many as 68 respondents or 47.8% stated that they agreed that is very flexible in managing time and 35 people or 25.4% stated that they strongly agreed.



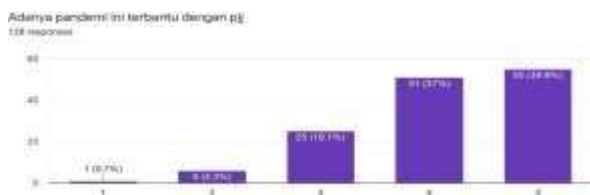
Apart from that, distance learning can be done anywhere, with 54 respondents (39.1%) agreeing and 51 respondents (37%) strongly agreeing.



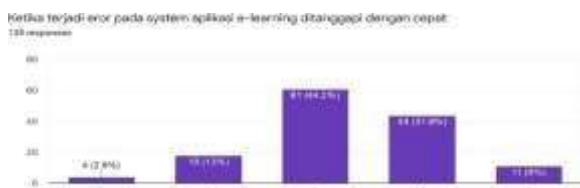
Then the lecture schedule can also be flexible, as agreed by 56 respondents (40.6%) and 19 people who stated that they strongly agreed (13.8%).



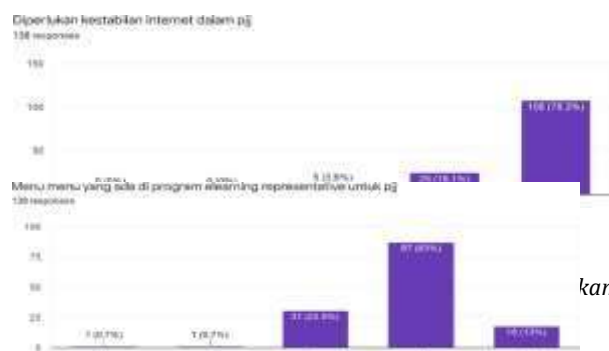
With PJJ, this pandemic situation can be overcome in lectures, as many as 55 people (39.9%) stated that they strongly agree and 51 people stated that they agree (37%).



Then, the most common statement regarding responses when an error occurs in an e-learning application is the statement neutral that is as many as 61 person respondents (44.2%), and 44 respondents stated they agreed (31.9%).



Next is the statement that the use of e-learning is easy, as many as 59 people respondents who stated they agreed (42.8%) and 37 respondents who stated they strongly agreed (26.8%)



Then for statements about responses there is an application guide the most elearning is a statement that strongly agrees, namely 50 respondents (36.2%), and 45 respondents stated that they strongly agree (32.6%).



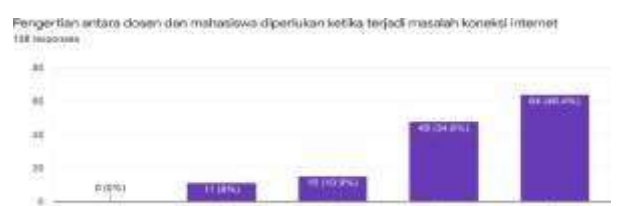
In addition, there were no problems with the final exam with PJJ, with 67 respondents (48.9%) agreeing and 21 respondents (15.3%) strongly agreeing.



Then For statement about response The final process of distance learning will be the same as face-to-face lectures, the most statements of agreement are as many as 58 respondents (42.3%), And 25 respondents stated very much agree (18.2%).



In addition, understanding between lecturers and students is needed when an internet connection occurs, with 48 respondents (34.8%) agreeing and 64 respondents (48.4%) strongly agreeing.



Next is the statement that stability is needed. Internet in distance learning is as much as 108(78.3%) and 25 respondents stated that they strongly agreed (18.1%)

In addition, the statement that the menus in e- learning are representative for distance learning received a response with a statement of agreement from 87 respondents (63%) and a statement of strongly agreement from 18 respondents (13%).

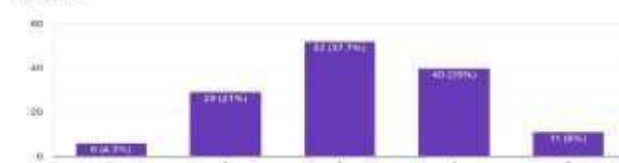
Then, regarding the statement regarding the response of lecturers and students, the most that can be seen is the statement of agreement, namely as many as 82 respondents (59.4%), And 23 respondents stated very much agree (16.7%).

Tanggapan dosen dan mahasiswa terhadap UMPat  
 138 responses



As many as 52 respondents or 37.7% stated that they were neutral that the interaction between students in distance learning was less pleasant and 40 people or 29% stated that they strongly agreed.

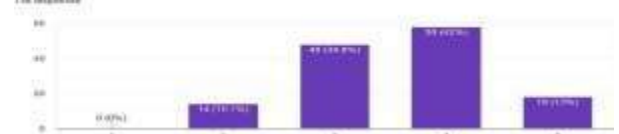
Interaksi dosen dan mahasiswa ketika pjj kurang menyenangkan  
 138 responses



Then for the statement about flexibility The most frequent statement of satisfaction during PJJ was 58 respondents (42%), and 18 respondents stated that they were very satisfied. (13%) And neutral as much as 48 person

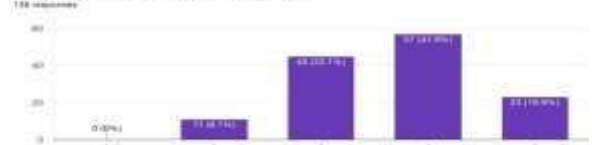
(34.8%)

Flexibilitas waktu yang ada di pjj  
 138 responses



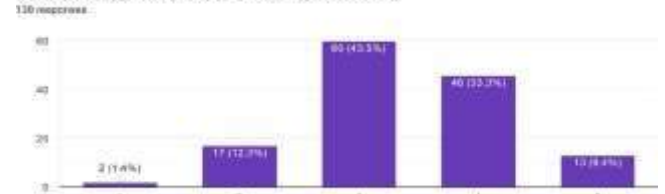
Then for the statement about the time that can be The most statements arranged by lecturers and students were satisfactory, namely 57 respondents (41.9%), and 23 respondents stated very satisfied. satisfactory (16.9%) and neutral as many as 45 people (33.1%)

Waktu yang dapat diatur oleh dosen dan mahasiswa  
 138 responses



For statements about the speed of response when an error occurs in the e-learning program, the most common statements were satisfactory, namely 46 respondents (33.3%), and 13 respondents stated that they were very satisfied. satisfactory (9.4%) and the most neutral, namely 60 people (43.5%)

Kecapatan tanggap ketika terjadi eror di program elearning  
 138 responses



In the statement about the speed of response when an error occurs in the e-learning program, the most frequent statements were satisfactory, namely 64 respondents (46.4%), and 28 respondents stated that they were very satisfied. satisfactory (20.3%).

Kemudahan penggunaan program elearning  
 138 responses

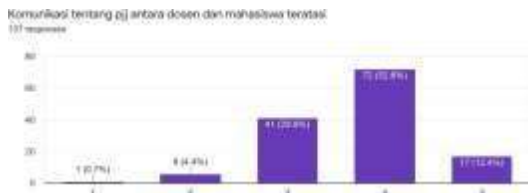


In addition, the statement regarding the exam process in PJJ that there were no problems was the most satisfactory statement, namely 76 respondents (55.1%), and 19 respondents stated that they were very satisfied (13.3%).

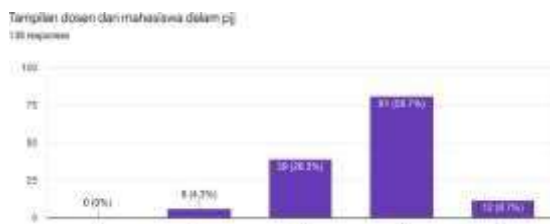
Proses ujian di pjj (tidak ada masalah)  
 138 responses



Then, the statement regarding communication regarding distance learning between lecturers and students was mostly resolved with a satisfactory statement, namely 72 respondents (52.6%), and 17 respondents stated that it was very satisfactory. satisfactory (12.4%).



Then the statement regarding communication regarding the appearance of students and lecturers in distance learning was mostly a satisfactory statement, namely 81 respondents. (58.7%), And 39 person Respondent state neutral (28.3%).



Then, the statement about distance learning being able to be done anywhere was mostly a satisfactory statement, namely 57 respondents (41.3%), and 43 respondents stated that they were very satisfied (31.2%).



Then, the statement about the quota being wasted during PJJ was the most frequent statement of being very unsatisfactory, namely 63 respondents (45.7%), and 32 respondents stated that they were unsatisfactory (23.2%).



Results study with correlation Products Moment

it was found that there is a relationship between the quality of distance learning (PJJ) services and user satisfaction of  $r = 0.776$ , meaning the relationship is very close.

This is in accordance with the descriptive results that lecturers and students feel the services provided by PJJ managers such as when it happens *errors in the e-learning application system* are responded to quickly, the use of the e-learning application is easy, then there is a guide to using the *e-learning application*, the final exam during PJJ is no problem, understanding between lecturers and students is needed when there is a problem with the internet connection, the menus in the e-learning program *are representative* forgot a good answer, meaning that on average they answered point 4 as well as the satisfaction they received for answers such as the flexibility of time in pjj, time that can be arranged by lecturers and students, speed of response when *an error occurs in the e-learning program*, ease of use of the e-learning program, the exam process in pjj has almost no problems. All respondents gave satisfactory answers, so it can be said that good service quality will provide satisfaction to users.

Study This is in accordance with research from Long Pham, et al. (2019) that with service quality The good thing about e-learning that has been done so far is that there will be satisfaction from users, where the quality of the service is in the form of the quality of the *e-learning system*, the quality of the material and instructors, and the quality of the administration and service support. In addition, according to Muhammad Bakrie et al (2019) that the quality of service in a higher education institution has a significant direct influence on student satisfaction. The study is also supported by Mubbsher Munawar Khan (2011) that the quality of service has a significant influence on student satisfaction, which concludes that if educational institutions want to satisfy his students, so provision service a better one would be a good tool to do it.

Likewise, according to María-Jesús Martínez-Argüelles and Josep-Maria Batalla-Busquets (2016), there is a relationship between service quality and student satisfaction, because according to them with shows the importance of student perceptions about quality service For university Which

fully online because service quality is a key element in loyalty and willingness to recommend to others. This is despite the peculiarities of the process of providing educational services in a virtual environment, such as the absence of face-to-face interaction between students and teachers, No existence element tangible conventional which is a measure of service quality, its difficulty, in meeting expectations or needs for active participation in service provision. Also very administrative, additional services, and user interface) have a higher impact on service quality and student satisfaction than teaching or core services. Therefore, the management of these non-instructional aspects is very necessary to ensure student loyalty and willingness to recommend.

## CONCLUSION

The results of this study indicate that there is a relationship between service quality and user satisfaction in distance learning (PJJ). This is in accordance with the hypothesis that was made that there is a relationship between perceived service quality and user satisfaction and in turn, between these constructs and the loyalty and willingness of lecturers and students to recommend the e-learning environment. Therefore, in order for universities to ensure their survival, it is important to establish a quality management system that allows access to consistent information about the level of service quality offered to students and, at the same time, to institute a program of continuous improvement.

## LIST LIBRARY

- Abdullah, Leon Andretti. Students Learning Center Strategy Based on E-Learning and Blogs. Providing 4th SNST Year 2013 ,Faculty of Engineering, Wahid Hasyim University, Semarang. 2013.
- Ali, G., Haolader, F. A., & Muhammad, K. (2013). The Role of ICT to Make Teaching-Learning Effective in Higher Institutions of Learning in Uganda. *International Journal of Innovative Research in Science, Engineering and Technology*, 2 (8), 4061-4073.
- Anggraeni, M. K. P. R. D. (2017). *Information and*

- Communication Technology (ICT) Use in Teaching and Learning in Higher Education Business Schools. A Comparative Study.* (Doctoral), Charles Darwin University, Darwin.
- Bates, T., & Sangrà, A. (2011). *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning* . San Francisco: Jossey-Bass.
- Blin, F., & Munro, M. (2008). Why Hasn't Technology Disrupted Academics' Teaching Practices? Understanding Resistance To Change Through The Lens Of Activity Theory. *Computers & Education* , 50 (2), 475-490.
- Churchill, D. (2007). Towards A Useful Classification Of Learning Objects. *Educational Technology Research and Development* , 55 (5), 479-497.
- Daryanto & Ismantoro, 2014, Consumers and Service Excellent, Yogyakarta, : GAVA MEDIA
- Fry, N., & Love, N. (2011). Business Lecturers' Perceptions and Interactions with The Virtual Learning Environment. *International Journal of Management Education*, 9 (4), 51-56.
- Fu, J. S. (2013). ICT in Education: A Critical Literature Review and Its Implications. *International Journal of Education and Development using Information and Communication Technology*, 9 (1), 112.
- [https://img.akademik.ugm.ac.id/unduh/2015/PERMINISTER OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION df Number 44 Year 2015 SNPT.pdf](https://img.akademik.ugm.ac.id/unduh/2015/PERMINISTER%20OF%20RESEARCH,%20TECHNOLOGY%20AND%20HIGHER%20EDUCATION%20df%20Number%2044%20Year%202015%20SNPT.pdf)
- Innovative Higher Education*, 36 (3),203-213. doi:10.1007/s10755-010-9167-3
- Kabir, Y. (2012). *Impact of information and communication technology on teaching of business education courses in colleges of education in Nigeria.* (Master of Education), Ahmadu Bello University, Nigeria
- Karwati, Euis 2014, The Influence of Electronic Learning (E-Learning) on the Quality of Student Learning. *Journal of Communication Research* Vol. 1 7 No.1 ,July 201 4: 41-54. 2014



- María Jesús Martínez Argüelles and Josep Maria Batalla Busquets, 2016, Perceived Service Quality and Student Loyalty in an Online University, *International Review of Research in Open and Distributed Learning*, Volume 17, Number 4 June - 2016
- Muhammad Bakrie et a. (2019), The Influence of Service Quality, Institutional Reputation, Students' *International Journal for Educational and Vocational Studies Vol. 1, No. 5, September 2019, pp. 379-391*
- Mubbsher Munawar khan et al. (2011) Student's Perspective of Service Quality in Higher Learning Institutions; An Evidence Based Approach. *International Journal of Business and Social Science Vol. 2 No. 11*
- Noor-Ul-Amin, S. (2013). An Effective Use of ICT for Education and Learning by Drawing On Worldwide Knowledge, Research, and Experience: ICT as A Change Agent for Education. *Scholarly Journal of Education, 2* (4), 38-45.
- Ojasalo, J. (2010) 'E-Service Quality: A Conceptual Model', *International Journal of Arts and Sciences* .
- Pham et al. (2019). Does e-learning service quality influence e-learning student satisfaction and loyalty? Evidence from Vietnam. *International Journal of Educational Technology in Higher Education*
- Penmenristekdikti (Regulation of the Minister of Research, Technology, And Education Tall Republic of Indonesia) (2015). (Ministry of Research, Technology and Higher Education Regulation 2015) Reigeluth, C. M., Watson, W. R., Watson, S. S. L., Dutta, P., Chen, Z., & Powell, N.D. (2008). Roles For Technology In The Information-Age Paradigm Of Education: Learning Management Systems. *Educational Technology* , 32- 39.
- Renes, SL, & Strange, AT (2011). Using Technology to Enhance Higher Education.
- Rienties, B., & Townsend, D. (2012). Integrating ICT in Business Education: Using TPACK to Reflect on Two Course Redesigns. In *Learning at the Crossroads of Theory and Practice* (pp. 141-156). Springer, Dordrecht.
- Sarkar, S. (2012). The Role of Information and Communication Technology (ICT) in Higher

Education for the 21st century.  
*Science,*