Lecturer Strategy in Assignment Management as the Implementation of Academic Service Quality in the Covid-19 Period

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ABSTRACT

The formation of interaction, communication, and collaboration between lecturers and students, and or students in assignment management during the Covid-19 period requires lecturers to change their pedagogy quickly through choosing the right strategy. This study aims to present information as a measure of the success of lecturers’ strategies in managing assignments to write books with ISBN as an implementation of the quality of academic services during the Covid-19 period. This cross-sectional descriptive survey research method was conducted on 128 fifth semester students of A-D class, Elementary School Teacher Education Study Program, Muhammadiyah University of Tangerang, Academic Year 2020/2021, with 52 web-based questionnaires distributed online using the google form application, measured using 4 response point Likert data format without middle category, using 4 answer options: Strongly Agree, Agree, Disagree, and Strongly Disagree. The management of the assignments to write books with ISBN is very appropriate to do as a lecturer strategy to maximize the quality of academic services in curriculum development courses during the Covid-19 period.

Keywords: Lecturer, Quality of Academic Service, Covid-19

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INTRODUCTION

This research was motivated by the researchers' interest in implementing the quality of lecturers' academic services through the assignment management of writing books with ISBN selected as a lecture strategy during the Covid-19 period in curriculum development courses. This strategy was chosen because current conditions require lecturers to change their pedagogy quickly, as a fulfillment of the values that must be met by students from the achievement of independent or group assignments, as well as efforts to maintain the formation of interaction, communication, and collaboration between lecturers and students and/or students. The global pandemic has changed schools and teaching in ways our lives have never experienced. Teachers are asked to change their pedagogy very quickly in uncertain times for both themselves and their students (Sokal et al., 2020).

This assignment mechanism can help present an active learning process, because it combines the elements of the expected competencies, is goal-oriented, the results lead to be measured, repeated and can be corrected. If in the learning process the quality of interaction can take place and is formed properly, it will have an impact on the learning objectives in accordance with the established standards. This is in line with several reasons for using active learning, namely: 1) having a strong influence on student learning, 2) learning development strategies are better able to improve students' thinking skills than increasing content mastery, 3) involving students in tasks higher-level thinking such as analysis, synthesis and evaluation, 4) various learning styles can be best served by involving students in active learning activities (Asiah, 2017).

In early 2020, the COVID-19 (coronavirus disease 19) pandemic shocked and stopped the world. The new coronavirus is starting to spread; 1) in December 2019 from China to Thailand, Japan, Republic of Korea (first confirmed case on January 20, 2020), and then to the United States, Vietnam, Singapore, 2) at the end of the year- January 2020 to Australia, Nepal, Europe (first cases in France on January 25, 2020 and later in Germany, Finland, Italy), Malaysia, Canada, the Middle East, and other countries in the Western Pacific region and Southeast Asia, and 3) in the next step to Russia, Africa and Latin America (Aristovnik et al., 2020).

The Covid-19 pandemic of 2020 presents an urgent need for unplanned global change in 'schooling': as schools around the world are closed to protect student health and education, many educators are rapidly turning to distance teaching patterns that involve technology. Education researchers have repeatedly emphasized the importance of educators as frontline workers in Education reform and the behavior of dedicated and sustained educators will be critical to a successful Education response to the current pandemic. However, to understand educational behavior related to COVID-19, the planned behavior model suggests that educators' attitudes should also be considered (Sokal et al., 2020).

As the covid-19 pandemic spread, there was an increasing movement towards online teaching as schools-colleges-and universities closed indefinitely as the only option remaining (Martinez, 2020). Demanding lecturers perform various strategies in learning. The selection of various strategies that allow the learning process to be achieved optimally, but at peace with the pandemic conditions, so that students are faced with various trials of strategies applied by lecturers. Such as assignments that aim to meet the quality of learning, utilize information technology, students carry out their duties and lecturers monitor but stay at home. (Aguilera-Hermida, 2020) students have stated that they experience pressure related to online learning and difficulties when completing
assignments. Understanding student challenges and preferences, higher education institutions can develop strategies to assist students if this condition is prolonged which requires an emergency transition through distance learning.

The influence of Covid-19 has undeniably changed the existing concepts, methods and learning designs. The Covid-19 period has changed conventional learning, one of which is that teachers, lecturers and students must be familiar with online learning. The Covid-19 period broadly encouraged lecturers to apply the student center learning pattern. Limiting lecturers' encounters with students requires creativity and innovation in designing learning patterns (Rusdiana et al., 2020).

There are several difficulties experienced in implementing the process of changing the education system that emerged after Covid-19; this difficulty is related to the new perspective of online education and its technological complexity (Mishra et al., 2020).

In the midst of the spread of this deadly virus, an online platform is needed where: a) video conferencing with at least 40-50 students is possible, b) discussions with students can be carried out to keep the class organic, c) internet connection is good, d) lectures can be accessed on mobile phones and not only on a laptop, e) the possibility of watching recorded lectures, and f) instant feedback from students can be achieved and assignments can be picked up (Basilaia et al., 2020).

The effectiveness of online learning in an academic context, depends on the learning materials designed and prepared, the involvement of lecturers in the online environment and lecturer-student or student-student interactions. Students must have the opportunity to be asked about their responses to assignments given by the lecturer, provide performance feedback and be open in providing suggestions (Bao, 2020).

Online learning connects students with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously) (Sadikin & Hamidah, 2020).

Although the country has adapted to the learning of the new age, there are still obstacles in achieving all of its success. Pandemic has steered the Education sector forward with innovation and technological advances. The pandemic has significantly disrupted the Higher Education sector (Jena, 2020).

During the corona virus pandemic, it is an important element to maintain school and university activities. This paradigm shift can result in a change in students’ perceptions of how to teach, and their perceptions may differ from those found in studies prior to the pandemic (Coman et al., 2020).

To ensure the quality of education, serious and consistent performance is needed, especially formal education providers (schools and universities), the central government through the Ministry of National Education and local governments, the participation of the surrounding community and parents of students. Because, in the current education system, improving the quality of education is not only borne by schools and the relevant Ministry of Education, but is a shared responsibility between various elements of the school, including the surrounding community. Therefore, the participation of the community and community leaders must always participate and be pro-active in improving the quality of education. To ensure and improve the quality of education to be more measurable and directed, it is necessary to have well programmed, planned and measurable activities in the form of quality management (Kholili & Fajaruddin, 2020).

According to the National Research Council, (2012) NR states that facing the challenges of the 21st century, individuals need to have competence in 5 main skills, namely: 1)
adaptability; 2) complex communication skills (complex communication skills); 3) problem-solving skills (problem-solving skills); 4) self-management and self-development skills; and 5) systems thinking (Koenig, 2012).

21st century education is characterized by learning that aims to increase students' learning skills. The learning skills in question are improving students' 4C abilities, namely: the ability to work together with others (collaboration), communication skills (communication), critical thinking skills (critical thinking), and the ability to develop creativity (creativity). In turn, 21st century education is more directed at building a generation that is knowledgeable and has skills in utilizing technology (Bialik et al., 2015); (Trilling & Fadel, 2009).

Education in higher education occurs through learning (Syukron, 2017). Therefore, one of the efforts to improve the quality of higher education is to improve the quality of learning. Problems related to learning must be the focus of attention because the success of learning in higher education is important in achieving student success (Landicho et al., 2017).

Learning is an interactive relationship between lecturers and students by utilizing space and time so that there is a distribution of teaching materials that students respond to actively (Ananda & Amiruddin, 2019).

To achieve effective Education goals in every Educational institution; It is important to build an efficient teaching and learning process that can be assessed comprehensively within the framework of an effective behavioral system (Zeithaml et al., 1996).

All efforts to achieve educational goals, teaching and learning activities are the most important activities. The formation of changes in student behavior due to the teaching and learning process reflects that the goals of education have been achieved. The success of the teaching and learning process is supported by many determining factors. (Makmun, A. S, 2007) there are at least three elements that must exist in the teaching and learning process, namely: students (students) with all their characteristics to develop themselves as optimally as possible through learning activities; teachers (lecturers/teachers) who always strive to create the right situation for learning so that it is possible for a learning experience process to occur; and goals, which is something that is expected after the learning activities.

The level of success of a learning can be identified through the behavior of lecturers and students when they are in the classroom or the context of the environment where the learning process takes place. These lecturer behaviors are assumed to be general behavior, which includes speed, feedback, and giving examples. In contrast to teaching in specific strategies, students assume that the level of teaching is related to the general behavior (lecturers) used in learning basic skills. Students relatively perceive that some general behaviors (lecturers) are associated with higher learning outcomes (tolerance for diverse responses, emphasizing process over product, and opportunities to think at a higher level) (Khusnul & Suharyadi, 2021).

There are four important aspects that must be considered to improve the learning process according to (Lukum & Paramata, 2015) that “Four important aspects must be carefully considered in improving the learning process at the university. They are 1) teaching methods, 2) learning quality, 3) application of the subjects, and 4) learning activities that encourage the students to be independent in an academic way by means of analytical thought”. Four important aspects must be considered carefully in improving the learning process at universities including 1) teaching methods, 2) learning quality, 3) application of subjects, and 4) learning activities that encourage students to be academically independent by analytical thinking.
According to (Hall et al., 2012) "A key component of quality in teaching and learning involves quality human performance by the learner". This means that the key component of quality in teaching and learning involves the quality of human performance, namely students. There are three components that must be in place to achieve quality learning including a clearly defined set of tasks, individuals who have the capacity/ability to perform the required tasks and a clear set of standards to determine successful performance. (Rahman et al., 2019) learning success is determined from various interacting components. The learning components include lecturers, students, objectives, materials, methods, and strategies and technology. (Marbun, 2021) by utilizing technology in learning, it is hoped that the delivery of learning is guaranteed to be effective.

One of the important factors in the education system is the time, teacher, teacher, or lecturer. (Ganyaupfu, 2013) emphasizes that the competence of lecturers, teaching methods, and the quality of learning materials are factors that can support students to be able to achieve good academic achievements. (Abbasi & Mir, 2012) teacher characteristics which include teacher qualifications, teacher experience, teacher training, and teaching styles can affect student score acquisition.

Lecturers have a high role and contribution in lectures. Lecturers have a role in the implementation of education and play a key role in education and teaching. A university can be assessed and seen both from the achievement of improving the quality of its lecturers and students.

Seeing the importance of the role of the lecturer, the lecturer must master various competencies. The term 'competence' which in Indonesian is translated as competence, skill, and empowerment refers to the state or quality of being able and appropriate. The English Dictionary explains the word 'competence' as a condition that is appropriate, adequate, or suitable. Although the difference in the meaning of the two terms is generally accepted, their use is still often used interchangeably, which causes everyone to have a different meaning (Tahir, 2013).

Factors that can be used to measure the competence of a lecturer or teacher include the ability of a teacher to prepare learning materials, attitudes and actions during the teaching and learning process and the interaction and communication of lecturers with students, peers and superiors (Kusumaningtyas & Solikah, 2020).

Ability (ability) according to Kreitner & Kinicki (2014) is presenting a broad and stable characteristic responsibility for a person's maximum performance on physical and mental tasks. This ability leads to the ability to master a skill that is used in such a way to do or complete various jobs (Huliatunisa, 2020).

Competence is knowledge, behavior and skills that must be possessed and mastered by teachers or lecturers in carrying out their professional duties (Murti & Prasetio, 2018). Based on Law Number 14 of 2005 concerning Teachers and Lecturers, the competence of teachers and lecturers is classified into four competencies, one of which is pedagogic competence, namely the ability to develop the process of developing courses in the curriculum, developing teaching materials, and designing learning strategies that are in accordance with the characteristics of students, and able to design interactive, inspiring, fun learning, motivate students to participate actively, and provide sufficient space for creativity and independence in accordance with the talents, interests and physical and psychological development of students.

Competent lecturers are lecturers who have the ability to behave, think and act consistently as a manifestation of their knowledge, attitudes and skills (Alam, 2018).
Lecturers are required to be able to understand how to practice in the world of practitioners (Leight et al., 2012). (Dorasamy & Balkaran, 2013) explains the position of lecturers in teaching. Lecturers play a role in providing effective student-centered learning. (Hénard & Roseveare, 2012) lecturers as part of the education delivery system have a main teaching role which is mapped in two ways; (1) the impact on the quality of teaching and learning; (2) formal quality assurance for universities.

Profession as a lecturer is very strategic in the formation and empowerment of students. Lecturers have an increasingly significant role and function in the future. Through education, students are formed into new people who are aware of their position in social life. Thus, Education shapes students into character; ethically, and aesthetically through a process that is not only a transfer of knowledge, but also a transfer of values (Mustamin, 2013).

Lecturers try to design and implement learning well, but problems will still be encountered. Learning will continue to run dynamically so lecturers need to pay attention to changes that occur in students. Lecturers always strive so that the subject matter delivered can be mastered by students completely. This problem is quite difficult for lecturers to feel. The difficulty is because students are not only individuals, but also social beings with different backgrounds. So, the competence that is most needed by lecturers in order to be able to overcome problems in learning in order to get good learning outcomes is pedagogic competence (Rahman et al., 2019).

Lecturers must have innovative creations to create parative learning strategies for a conducive learning process. The emergence of this strategy is motivated by the problems faced by lecturers and students, the need for lecturers to deliver lecture materials according to the curriculum with delivery content, and students’ efforts to receive as much material as possible that can develop their abilities. So the strategy chosen must be directed at a learning system that engineered students to have creativity, innovation and independence, to ensure the quality of learning and learning objectives, namely cognitive, affective and psychomotor development.

The term strategy, like many other terms, is used in many contexts with different meanings. In the context of teaching and learning, strategy means the general pattern of actions of educators and students in the realization of teaching and learning activities. The general nature of the pattern means that the type and sequence of actions in question appear to be used or entrusted by educators and students in various learning events (Safitri, 2020).

Strategy as conceptual, realistic and comprehensive thinking about the steps needed to achieve the goals and objectives that have been set (Fatah, 2008). Strategy as an art of using skills and resources to achieve its goals through effective relationships with the environment under the most favorable conditions (Salusu, 2015).

The strategies applied in learning activities are called learning strategies (Srinita, 2017); (Syaparuddin et al., 2020). The term strategy is also used in various fields that have relatively the same essence, including adoption in the context of learning.

The implementation of the strategy must be properly carried out by the lecturer, this is influenced by the material presented, also related to the level of intelligence of the students being taught (Cahyani, 2010). Students observe and assess the competence of the lecturers who teach them. Students’ perceptions of lecturer competencies, especially pedagogic competencies, become very important because interactions that occur between students and lecturers can affect student attitudes and behavior in learning. (Fathorrahman, 2017) pedagogic competence, namely the ability to
manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. (Mayasari et al., 2012) a person's behavior is determined by the perception of oneself and the surrounding environment, so that what is done is a reflection of the surrounding environment, and perception is one of the predictors of individual behavior. The positive perception of students towards the pedagogic competence of lecturers will have a direct impact on the success of learning in particular and education in general.

The real impact of the development of science and technology (science and technology) is the increasingly disappearance of national boundaries which is commonly referred to as globalization which has a great influence on changes in the competitive climate in various fields. So that it provides encouragement and demands all existing organizations to be able to make quality products (Bendriyanti, 2017).

There are several steps that must be taken by the organization in balancing the changing climate of competition and globalization, such as (Hardjosoedarmo, 1996) saying that organizations are required to meet the demands, for this reason, management capacity with characteristics is needed; 1) move more effectively on the basis of its vision and mission, 2) always try to meet customers, 3) its activities are proactive, 4) pursue competitiveness, 5) its members are more diligent in working (industrial), 6) members must be more entrepreneurial (entreprising), 7) the leader wants to mobilize all employees with empowerment, 8) the leader encourages employees to always improve their knowledge and skills so that they are up to date and relevant to the task, 9) the planning is integrated, implementation and control are decentralized.

Education is always required to continue to make changes and improvements in its management. The quality of education is closely related to the education process because it is impossible to obtain quality service products without a quality education service process. It can be said, there will be no satisfaction with the services provided (Huliatunisa et al., 2021).

Higher education has become a competitive enterprise between private and public universities. Given the increasing competition in the Higher Education industry, many private colleges and universities are facing challenging problems such as, decreasing number of students, poor strategic marketing planning, intense competition between colleges or other private universities offering the same study program and poor service quality. Quality of Education is an important factor considered to attract and retain students because it is a big investment made by their parents (Chui & bin Ahmad, 2016).

Universities are required to respond by carrying out cultural reforms, namely changing old habits that are no longer in accordance with the demands of the times. The old culture inherent in the workings of a bureaucratic university must be transformed into a corporate university. Thus, higher education will always prioritize values oriented to high academic quality, productivity, accuracy, and speed, as well as orientation to stakeholder satisfaction (Windasari et al., 2021).

The high competition between private universities that offer similar study programs does not make things easier. Therefore, providing quality services has become an important goal for most of the colleges and to differentiate them among other common competitors.

A number of studies and articles have been published since 1990, which have investigated and focused on various aspects or issues of quality in higher education (Kanji & Tambi, 1998); (Zgodavova et al., 2015). Many
different opinions have been studied in this area until now. Most of them argue that quality in higher education is not a clear and multi-dimensional term (Krause, 2012); (Welzant et al., 2015). However, several other views and opinions related to quality in higher education can now be referenced. For example (Hossain & Hossain, 2019) has undertaken research as the first reported initiative in Higher Education research, which describes quality management as a multi-sequence hierarchical reflective model. The quality management of the higher education system can be described as a third-order model, where quality management is reflected by the quality of education, administration, and social.

Quality has become an increasingly important and critical success factor in higher education institutions, especially universities (Vykydal et al., 2020). Quality is not instant but in the long term, in this case quality needs to be continuously changed, improved and refined so that it can always meet the needs and satisfy customers and in accordance with environmental developments (Salto, 2018).

Improving the quality of education is an integrated part of efforts to improve the quality of Indonesian people, in terms of ability, personality and sense of responsibility. Efforts made by the government in improving the quality of education in accordance with the development of science and technology include improving the curriculum, improving educational facilities and infrastructure, and improving the quality of teaching staff.

One of the important determinants of the nation’s competitiveness is the quality of higher education. This quality comes from a combination of an excellent learning process and public satisfaction with the services provided. Assessment of student satisfaction is very important in determining the quality of service in universities. To stay competitive, colleges need to acquire, maintain, and build stronger relationships with students.

The quality of education has become one of the main challenges facing the education system in the last two decades. Improving services in the field of Education and scientific research requires active management who continuously improves academic services (Almeyali & Al Mousawi, 2021).

The concept of quality in higher education can have many meanings. Among the most common meanings, three are highlighted; which is centered on the idea of service, which explores quality from the student's perspective, and which approaches this concept from the teacher's perspective (Olmos-Gómez et al., 2020).

Quality has become a major concern for higher education (Inglis, 2005). The meaning of quality has been widely debated, and stakeholders, educational institutions, and students may have different conceptions of quality 'quality is in the eye of the beholder' (Brockerhoff, L., Huisman, J. and Laufer, 2015), and it will remain the same. important challenges for higher education (Zuhairi et al., 2020).

Quality in higher education, the concept development by Schindler, L., Puls-Elvidge, S., Welzant, H., & Crawford, L. (2015) is viewed from four aspects, namely; quality as purposeful, exceptional, transformative, and accountable. Quality as purposeful relates to higher education products and services in accordance with the vision/mission, objectives, requirements, accreditation, and established standards. Quality as exceptional leads to an extraordinary level of service and university products, meaning a level of excellence that cannot be achieved by most other universities. The quality of the transformative aspect means that higher education services and products provide positive changes to students, including affective, cognitive, and psychomotor, as well as professional potential. The quality of the accountable aspect is related to the accountability of the use of facilities, services,
and university products to all related parties (stakeholders) (Supriyadi, 2017).

Every human being basically needs service, even at the extreme it can be said that service cannot be separated from human life (Sinambela, 2010). Service is the process of meeting needs through the activities of other people directly (Moenir, 2006).

Service quality has evolved over the years and has become a strategic force and an important strategic tool for management researchers and industry practitioners. Many researchers have developed different service quality measurement scales for different sectors. It is also not difficult to witness a number of opinions on how to accurately measure service quality in order to understand the antecedents and consequences that are essential for quality improvement to achieve competitive advantage which can lead to higher academic satisfaction and performance (Banahene et al., 2018).

There are eight characteristics to examine university Education services namely, teaching students well, availability of staff for student consultation, library services, computing facilities, recreational facilities, class size, level and difficulty of course content and student workload (Athiyaman, 1997).

Practical implications; during the first wave of covid-19 Higher Education service delivery migrated from traditional and blended learning approaches to fully virtual and distance course delivery. In the second wave, policymakers imposed a number of precautionary measures, including social distancing and hygienic practices, among others, on education in universities (Camilleri, 2021).

Service quality has a positive effect on satisfaction which is a potential consequence of student learning motivation. Poor service by academics, administrators and other support staff causes students to feel alienated, which ultimately results in poor academic performance (Mason, 2020).

The definition of service quality is centered on efforts to meet customer needs and desires and the accuracy of delivery to balance customer expectations. Service quality is the expected level of excellence and control over that level of excellence to meet customer desires (Tjiptono, 2005).

There are several dimensions that must be considered to improve service quality, namely: 1) timeliness of service, 2) service accuracy, 3) courtesy and friendliness in providing services, 4) responsibility, relating to receiving orders and handling complaints from customers, customers, 5) completeness, 6) ease of getting services, 7) variety of service models, related to innovation to provide new patterns in service, 8) personal service, related to flexibility, and handling special requests, 9) convenience in obtaining services, 10) service supporting attributes, such as: environment, cleanliness, waiting room, music facilities, air conditioning (Gaspersz, 2003).

Thirty-five items (Hadikoemoro, 2003) service quality after two focus group interviews conducted at private and public universities. Twenty-eight items were identified through factor analysis using varimax rotation. Based on the second factor analysis, the items were categorized into five dimensions (academic service, readiness and attention, fairness and impartiality, tangible and general attitude.

Service quality has a significant effect on the quality of academic services where the dimension of physical evidence represented by lecturers is the most effective aspect of service quality in increasing student satisfaction (Wibowo, 2009).

Service quality is the totality of the characteristics of goods and services used to satisfy customers and consumers, both visible and invisible (Kurnia, W.I. & Sri Wahyuni, 2019).
Service quality improves the image of the university (Quintal et al., 2012). The promotion of services in the fields of Education and scientific research requires active management who continuously improves academic services (Almeyali & Al Mousawi, 2021). The quality of a university cannot be separated from the quality of its academic services (Makruf, 2018).

Academic services, which are sometimes referred to as curricular services, include: academic regulations, lectures, curriculum, academic guidance/consultation, practicum, final project, evaluation, including lecture aids such as libraries, OHP, laboratories. Considering the many types of academic services that must be met, in carrying out these academic services, it certainly involves many elements that are expected to have commitment and high quality. These elements include elements of academic staff, namely lecturers, elements of academic support staff, namely laboratory assistants and academic administrative staff. Of course, in addition to human resources, the availability of other resources that support academic activity services in the form of facilities and infrastructure will greatly determine the quality of academic services provided (Tampubolon, 2001).

Academic services provided by universities are a measure of the success of higher education institutions in managing their educational institutions in the context of providing educational service products. This has resulted in educational institutions needing to continuously improve service and academic quality (Qomariah, 2012).

Academic services have the task of providing the best service to support the needs of students in the course administration process (Herdiana, I., & Nazudi, N, 2014); (Kristiawan et al., 2017); (Al-Qarashi, B.S, 2017). (Tuerah et al., 2016) The quality of academic services is the value provided by customers or students to the extent that the academic services provided are in line with student expectations'.

Academic service quality is a comparison between the academic service perceived by customers or stakeholders with the academic service quality expected by customers or stakeholders (Pakpahan, 2004).

The definition of academic services in the learning curriculum according to (Rosita & Santi, 2011) is a systematic effort of education to facilitate students mastering curriculum content through the learning process so that they are able to achieve the competency standards applied.

From some of the explanations above, it can be understood that the quality of academic services in higher education is the activity of providing services (services) in the form of fulfilling all academic needs that are able to meet or exceed the expectations of each student (creating effective learning) as customers in higher education (Azan et al., 2015).

The importance of this research is corroborated by several previous research results such as; in improving the quality of academic services shows that; a) Students' perceptions of the quality of academic services are correlated with their perceptions of the quality of learning, b) Students' perceived learning, is constructively part of service quality and may also overlap, c) differs from the learning construct, some the service quality construct is described as human relationships which is also a learning quality construct. (Greiner & Westbrook, 2002); (Malik et al., 2010). Student satisfaction and their intentions are recognized as an important aspect of higher education strategy in the competitive private higher education sector. However, what drives student satisfaction and retention is service quality, and this quality comes from a combination of excellent learning and non-learning processes, as well as building on the literature on service quality dimensions (Azam, 2018). The higher the quality of the services
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provided by the university, the stronger the performance will be given by the students (Gul et al., 2019). Because in college, academic service is one of the elements that are in direct contact with students, so when students are asked about service quality, the first thing that comes to mind is academic service (Fathurrochman et al., 2020).

Based on the background, theoretical support, and relevant research, it is hoped that it can represent the purpose of this research, so that good practice of reading and writing literacy includes reading carefully, studying, analyzing, utilizing information technology wisely to be able to rewrite ideas and ideas in book form can simultaneously become a culture that is simultaneously carried out.

METHODS

This cross-sectional descriptive survey research design will review the results of student perceptions of the implementation of the assignment strategy for writing books in the era of covid 19. This survey can help identify the current individual beliefs and attitudes of students about how the quality of the lecturer's academic services they receive is behavior, so that the results of the study will provide useful information as a measure of the success of the assignment strategy as the implementation of academic service quality. The results of the survey are strengthened by the process of mentoring and mentoring during implementation, as well as being completed with the final product.

This design is chosen to administer a survey on a sample or on an entire population of people to describe current attitudes, opinions or practices by collecting or compiling numbered data using web-based questionnaires at a single point in time. The web-based questionnaire is a survey instrument to collect available data (Creswell & Clark, 2017).

The steps in this assignment: students make a summary of the results of lectures for 1 semester based on several references from books and journals, the material is in accordance with the syllabus, made in groups (consisting of 4-5 students), then each group combines the collection of summary materials, the lecturer provides assistance, guidance and reviews, the results of the review are published in the form of an ISBN book, the cover design involves the creativity of students, at the end of the book there are photos of all students, the final product besides each student gets 1 book, this book product is also given to the library.

The survey was conducted on 128 fifth semester students of A-D Class of the Primary School Teacher Education Study Program, University of Muhammadiyah Tangerang, Academic Year 2020/2021 with 52 instruments, 10 negative questions and 42 positive questions, based on the development of the lecturers' pedagogic competence and service quality, has been in expert judgment, composed of two types of questionnaires, namely:

1. Self-data questionnaire, is a statement that contains questions to find out the subject's self-data, in this case the focus is on the lecturer's pedagogic competence (19 questions).

2. Questionnaire of students' perceptions of the assignment strategy as the implementation of the quality of lecturer's academic services, 33 questions, divided into 4 aspects: preparation (5 questions), process (11 questions), results (4 questions), impact (13 questions).

The research data was collected using the Google Form application to design, collect, analyze survey data, using 4 response points in a Likert data format without a middle category. The optimal number of scale categories depends on the specific content and function of the measurement conditions (Friedman et al., 1981). The use of a scale without a middle category is more capable of reducing social desirability than using a middle category
(Garland, 1991). Using 4 answer choices: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS).

The survey results from the collected questionnaires, then data entry using the Excel program is carried out, presented with a graph that describes the percentage. Decision making and the meaning of the percentage results are then analyzed and organized in a systematic manner, converted in actual and carefully, and concluded into narrative conclusions. This step is used to describe systematically the phenomena, facts or characteristics of a particular population or a particular field, in terms of an actual and accurate field, not only describing (analytical), but also integrating, not only classifying, but also organization (Nurdin & Hartati, 2019).

RESULT AND DISCUSSION

Result

Through a customized questionnaire survey, students’ perceptions were measured at the response point of the Likert scale format, the results of the highest percentage of research measured in each aspect, as well as the resulting product, are shown below:

![Highest Percentage Result](image)

The following is the description:

**Table 1. Lecturer’s Pedagogic Competence**

| No. | Answer choices and questions |
|-----|------------------------------|
| Q   | S Question                  |
| 7   | 68.8% Lecturer explains the benefits of choosing a book writing strategy in the time of covid-19 covid |

**Table 2. Preparation**

| No. | Answer choices and questions |
|-----|------------------------------|
| Q   | S Questions                  |
| 4   | 68.8% Ease of coordination between friends in 1 group |

**Table 3. Process**

| No. | Answer choices and questions |
|-----|------------------------------|
| Q   | S Questions                  |
| 1   | 78.9% Ease of the process of compiling and writing in a sentence |
Table 4. Result

| No. | Answer choices and questions                                      |
|-----|-------------------------------------------------------------------|
| 1   | Ease of coordination process with publishers 78,1%               |

Table 5. Impact

| No. | Answer choices and questions                                      |
|-----|-------------------------------------------------------------------|
| 6   | Motivated to keep reading 73,4%                                   |

Discussion

The survey results in the graphs and tables above, show how students perceive the implementation of the book writing assignment strategy as an effort to maximize the quality of lecturer’s academic services during the covid-19 period.

In the aspect of lecturers’ pedagogic competence, the highest percentage result of 68,8% in question number 7 is that the lecturer explained the benefits of choosing a book writing strategy during the covid-19 period. This shows that the competence of lecturers, teaching methods, and the quality of learning materials are factors that can support students to be able to achieve good academic achievements (Ganyaupfu, 2013). (Fathorrahman, 2017) pedagogic competence, namely the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Also, the positive perception of students towards the pedagogical competence of lecturers will have a direct impact on the success of learning in particular and education in general (Mayasari et al., 2012). Students observe and assess the competence of the lecturers who teach them. Students’ perceptions of lecturer competencies, especially pedagogic competencies, become very important because interactions that occur between students and lecturers can affect student attitudes and behavior in learning.

On the implementation aspect: for preparation, the highest percentage result was 68,8% in question number 4 that it was easy for students to coordinate between friends in a group, even though during the covid-19 period which required them not to meet in person; for the process, the highest percentage result is
78.9% in question number 1 that students do not have problems in the process of compiling and rewriting in a sentence, based on the results of the analysis and the theory referred to; for the results, the highest percentage of 78.1% in question number 1 is that it is easy to coordinate the process with publishers, so that students understand more about the publishing process and the process of books with ISBNs; For impact, the highest percentage of 73.4% of students stated that the direct impact they got was being motivated to keep reading. (Cahyani, 2010) the implementation of the strategy must be carried out appropriately by the lecturer, this is influenced by the material presented, also related to the level of intelligence of the students being taught. So that students' perceptions of the quality of academic services are correlated with their perceptions of the quality of learning, the learning that students feel is constructively part of service quality, in contrast to the construct of learning, some constructs of service quality are described as human relationships which are also constructs of the quality of learning itself (Greiner & Westbrook, 2002).

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