INTISARI

PERSEPSI MAHASISWA TERHADAP KUALITAS *E-LEARNING* MENGGUNAKAN ANALISIS KESENJANGAN DI UNIVERSITAS NUSA CENDANA

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Kualitas layanan e-learning didefiniskan sebagai perbedaan antara harapan dan pengalaman layanan pendidikan tinggi yang diterima oleh pelanggan yaitu mahasiswa dan dosen. Salah satu indikator keberhasilan pengembangan dan penerapan *e-learning* di perguruan tinggi adalah kepuasaan pengguna. Penelitian ini bertujuan untuk mengukur tingkat kesenjangan harapan dan kinerja *e-learning* berdasarkan persepsi mahasiswa Universitas Nusa Cendana, menemukan atribut atau indikator *e-learning* apa saja yang harus diperbaiki serta menemukan usulan perbaikan terhadap atribut e-learning. Untuk menjawab tujuan pertama digunakan metode SERVQUAL yang dimodifikasi dengan E-learning Quality (EQL) menggunakan dimensi *assurance, empathy, relliability, responsive, web course* dan *learning content.* Sedangkan metode Importance Performance Analysis (IPA) dengan kuadran Kartesius, untuk memetakan tingkat kepentingan peratribut dimensi *e-learning*, sehingga bisa menjawabi tujuan kedua. Selanjutnya, dilakukan wawancara untuk mendapatkan usulan perbaikan kualitas e-learning di UNDANA. Data penelitian ini diperoleh melalui kuisioner dari 129 responden yang sudah dan sedang mengikuti pembelajaran berbasis e-learning, dan 8 responden untuk proses wawancara. Hasil penelitian ini menunjukan bahwa rata-rata nilai kesenjangan tertinggi yaitu dimensi *assurance* dengan nilai -1,29 dan terendah pada dimensi *learning content* dengan nilai rata-rataa sebesar -0,69, dan terdapat 10 atribut yang berada pada kuadran perbaikan dalam digram kartesius. Usulan yang diberikan adalah perlu adanya pengenalan dan pelatihan penerapan teknologi dalam pembelajaran secara berkala bagi para dosen, peningkatan kualitas internet di lingkungan kampus, pengurangan tugas non akademik kepada dosen serta adanya tindakan berupa sanksi yang tegas kepada dosen yang tidak disiplin.

Kata Kunci : E-learning, SERVQUAL, EQL, IPA, Diagram Kartesius

ABSTRACT

STUDENTS' PERCEPTIONS OF E-LEARNING QUALITY USING GAP ANALYSIS AT NUSA CENDANA UNIVERSITY

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The quality of e-learning services is defined as the difference between the expectations and experiences of higher education services received by customers, namely students and lecturers. One indicator of the success of developing and implementing e-learning in universities is user satisfaction. This study aims to measure the level of expectation gap and e-learning performance based on student perceptions of Nusa Cendana University, to find out what e-learning attributes or indicators need to be improved and to find suggestions for improvements to e-learning attributes. To answer the first objective, the modified SERVQUAL method is used with E-learning Quality (EQL) using the dimensions of assurance, empathy, reliability, responsiveness, web course and learning content. Meanwhile, the Importance Performance Analysis (IPA) method with the Cartesian quadrant is used to map the importance level of the attributes of the e-learning dimension, so that it can answer the second goal. Furthermore, interviews were conducted to obtain suggestions for improving the quality of e-learning at UNDANA. The data of this study were obtained through questionnaires from 129 respondents who have and are currently participating in e-learning-based learning, and 8 respondents for the interview process. The results of this study indicate that the highest average gap value is the assurance dimension with a value of -1.29 and the lowest is the learning content dimension with an average value of -0.69, and there are 10 attributes that are in the quadrant of improvement in the Cartesian diagram. The suggestions given are the need for regular introduction and training on the application of technology in learning for lecturers, improving the quality of the internet in the campus environment, reducing non-academic assignments to lecturers and taking action in the form of strict sanctions for undisciplined lecturers.

Key words : E-learning, SERVQUAL, EQL, IPA, Cartesian Diagram.