

ANALYSIS OF STUDENT'S SATISFACTION LEVEL TOWARDS LEARNING METHODS OF LECTURERS IN INDUSTRIAL REVOLUTION 4.0 : A SURVEY OF HIGHER STUDENT IN FIRST SEMESTER

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Abstrak: Penelitian ini bertujuan untuk menganalisis tingkat kepuasan mahasiswa terhadap metode pembelajaran yang dilakukan oleh dosen di era revolusi industri 4.0, khususnya mahasiswa semester I Universitas Musamus. Data diperoleh dari 120 responden semester I yang tersebar pada beberapa jurusan di Universitas Musamus. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan pengumpulan datanya menggunakan kuesioner yang dilakukan melalui survei *online*. Tabulasi data dihitung menggunakan skala *likert* untuk mendapatkan persentase tingkat kepuasan mahasiswa. Hasil yang diperoleh adalah hubungan antara kepuasan mahasiswa dengan metode pembelajaran yang dilakukan dosen ditinjau dari disiplin waktu, penguasaan materi, penyampaian materi, penilaian dan evaluasi selama proses perkuliahan. Hasil analisis kinerja dosen yang dipersepsikan mahasiswa terhadap kepuasan di era pembelajaran industri 4.0 melalui metode pembelajaran yang dilakukan dari berbagai aspek dan faktor dalam proses perkuliahan berpengaruh positif. Total rata-rata dari ketiga indikator tersebut sebesar 81% mahasiswa dikategorikan puas terhadap metode pembelajaran yang dilakukan oleh dosen di Universitas Musamus namun masih perlu ditingkatkan untuk evaluasi dan penilaian.

Kata Kunci: Kepuasan Mahasiswa, Metode Pembelajaran, Revolusi Industri 4.0, Pendidikan Tinggi

Abstract: *This study aims to analyze the level of student satisfaction on learning methods that conducted by lecturers who teach in industrial revolution 4.0 era, especially higher student first semester at Musamus University. The data obtained from 120 respondents first semester students, spread across several majors in Musamus University. This research is a quantitative descriptive study which uses a questionnaire for data collection which is carried out through online survey. Data tabulation is calculated using a Likert scale to obtain a percentage of student satisfaction levels. The results obtained are a relationship between student satisfaction with the learning methods carried out by lecturers in terms of time discipline, mastery of the material, delivery of material, assessment and evaluation during the lecture process. The results of the analysis of the performance of lecturers perceived by students of the satisfaction t in the era of learning industry 4.0 through learning methods carried out from various aspects and factors in the lecture process have a positive effect. Total average from three indicators are 81% categorized student satisfied for learning method yhat conducted by lecturer in Musamus university but still need to improve for evaluation and assessment.*

Keywords: *Student's Satisfaction, Learning Method, Industrial Revolution 4.0, Higer Education*

INTRODUCTION

In the opening of the 1945 Constitution, it was explained that one of the goals of the establishment of the State of Indonesia was to educate the life of the nation. Smart national life can be achieved through a good education system. One effort to improve the quality of education is to improve teaching and learning process which incidentally is the most important activity in a learning process. Through this process, educational goals will be achieved in the form of changes in student behavior that prepared of university in service (Shurair & Pokharel, 2019).

Service is one of the main factors that determine the image of higher education. Good service is a service that is according to the rules set and can satisfy students. Higher education needs to know students and know their needs and desires (Sulastri, 2017) so universities need to improve their quality. In addition, universities that have a good reputation will be chosen by the community to continue their study in the place, because universities have good quality and produce many graduates who are ready to use in the world of work. The quality of education in tertiary institutions depends on the quality of lecturers in learning as a human resources in university. To be able to compete with other tertiary institutions, one factor that needs attention is the student's learning satisfaction with the institution. So it need Efforts to improve quality (Basir Paly, 2014).

Human resources can be done with repairs education system, which is learning process that conducted by lecturer in class during explaining the materials, the use of media in the class, the way of deliver the topic, references and sources that used communication skill. These criteria must be have by lecturer face industrial revolution 4.0 which is must using technology and information system that make teaching and learning process more attractive and interest for student (Aziz Hussin, 2018) (Santini et al., 2017). To improve the quality we need to know student responses for the lecturer by knowing student satisfaction level that already have been get from lecturer from their method in learning process. Information Communication development.

Technology (ICT) such as; utilization of Hot Spot Areas in strategic places in the learning process, and utilization Information Technology (IT) for each room class, it will be very helpful for lecturers and students in digging up as much information the number of subjects given by lecturers (Setiawan, 2013).

The important concept to know lecturer quality in higher education is student satisfaction. Because students are paying higher tuition fees and increasingly seeing themselves as customers and is commonly used as an indicator (Xiao & Wilkins, 2015). Students are the key stakeholders in higher education and their opinion is important in improving the quality of higher education and images of universities. In Government Regulation Number 60 years 1999 concerning higher education, Chapter I article 1: "Lecturers are teaching staff or education staff in tertiary institutions specifically appointed with the main task of teaching". Or in Chapter IX article 101 paragraph 2: "Lecturer is a person who is based on education and expertise is appointed by the organizer of the college with the task major teaching in the tertiary institutions concerned ". The performance of a lecturer can be seen from his deep enthusiasm. Carry out the duties of higher education service charged for them. Lecturer duty in college, among education and teaching, research and community service activities for higher education institutions and community.

Benchmark for the success of lecturers in teaching it is necessary to conduct a survey regarding student satisfaction regarding the learning methods conducted by lecturers. Students, lecturers and education providers are important components that cannot be separated in supporting the quality of the Musamus University in Papua because it is the central point of the university's progress. These various efforts have been carried out through improving the means of the learning process through the use of ICT (Setiawan, 2013) (Nurvitasari et al., 2018). Innovation in learning material in education should follow trend of industry revolution 4.0 in using of ICT is very important to help the student find more information about the topic and explore much information that can open their mindset knowledge in the world (Marpaung et al., 2019).

Teaching is at the core of the service provided by higher education institutions, which explains why it dominates stakeholders' perceptions of overall quality (Bigné et al., 2003). The new generation of students, who increasingly regard themselves as customers, have become more aware of how they are taught and how they learn, and they have become more selective and interactive in their education choices and how they participate in the education process. Beside that student need to prepare with English communication skill because in era 4.0 should be mastery language one of that is English. There are four English skills (reading, writing, listening, speaking) (Prihandoko et al., 2019)

The role of the lecturer is not only as a teacher, but also all at once acting as a guide. On the other hand lecturer as a leader in the lecture hall, as a communicator with the community, as a developer of knowledge and translation the extent of knowledge (innovator), even plays a role as implementing curriculum administration at campus or college institution. Learning is something that is done by students not made for students, so students who must be actively involved in learning. The role of educators in learning is to help students carry out learning activities (Pongkendek et al., 2019). By adopting various types of techniques of learning, it can help lecturer create models to deliver the results of learning and teaching for students in higher education in era 4.0 that must using online process in every situation in learning. For example submitted the assignment, collect task, discussion, blended learning all the activity using Technology that must be following by higher students. All the activity also not only conducted at class but also at home by using mobile phone or laptop (Rahman et al., 2015).

Create active learning and make student more creative and make them think critically and they will not bored for lecturer learning method, this method enhance active learning (Hyun et al., 2017). By using technology as a support for learning process in higher education, because technology giving big

effect in our live especially in education, now day’s technology is used in Industrial Revolution and it really effective to apply. For example lecturer ask student to collect the task immediately. They can used Email to send it and as soon as possible the task will sent to lecturer (Ibrahim et al., 2013). The main purpose of this study is to analyse the student’s satisfaction level for student in firs semester in year 2019/2020 towards teaching method of lecturer in the class during learning process.

METHOD

This research was qualitative research using descriptive method. The qualitative nature of this research leads to the discussion of issues regarding the perceptions and expectations of students for lecturers towards learning method that used during learning process. This research conducted by survey study by using Google form that filled by students according to their experience in learning process with the lecturer in Department of Teacher and Training Education. The population in this study were all students in first semester with various major with 120 respondents which spread across several majors at Musamus University

The data analysis technique used is descriptive data analysis of the student response questionnaire using the following formula (Sugyono, 2010) :

$$K = \frac{F}{N} \times 100 \dots\dots\dots (1)$$

Information:

K = Percent of each student response indicator

F = Total student answers

N = Total Responses

Total number of question in this research consist of 13 question and Likert scale that used in this research consist of 5 items and the value from 1 until 5 that consist of : Very dissatisfied (1), dissatisfied (2), Quite Satisfied (3), Satisfied (4) and very Satisfied (5). Level satisfaction of responses obtained average more than 80% of the average percentage of each indicators is categorized satisfied.

RESULT AND DISCUSSION

This research discuss about student’s satisfaction level towards lecture learning method that conducted during learning process in the class. Researcher divide the research in some part depend on the lecture learning process from the beginning of meeting until the end of learning process. Some factors that investigate in this research include time discipline, mastery of subject, delivered subject, evaluation and assessment. From this indicators researcher want to investigate the level satisfaction of student for lecturer method in teaching (Gee, 2018)

Era Industrial Revolution 4.0 lecturer must be creative and innovative during learning process in the class to deliver the subject for student and make sure the student following the era by using technology in learning process.

Table 1. Percentage of Student Satisfaction Levels of Time Discipline Factors

Responses	Value				
	Very Dissatisfied	Dissatisfied	Quite Satisfied	Satisfied	Very Satisfied
Always arrive on time	-	7,50%	19,17%	48,30%	25%
Finished the lecture on time	-	2,50%	24,17%	48,30%	25%
Do not give time tolerance for late	44,16 %	19,16%	21,67%	24,17%	10%
Do not check student attendance at each meeting	32,50%	19,17%	16,67 %	22,50%	9,17%

Lecturer must bring student in higher education become creative, communicative, collaborative and think critically to face global chalanges (Hussin, 2018). After identify all the responses from higher student it can be informed for university to make sure all the human resources must have high standard in level of teaching and learning and also for university service that provide

all the student need during learning process to support student satisfaction in lecturer learning method for example utilization of Wi-Fi corner, e book and other technology that can support student in higher education in first semester become comfort and able to faced development of Industrial Revolution 4.0 era (Motefakker, 2016).

Table 2. Percentage of Student Satisfaction Levels of Mastery of Subject

Responses	Value				
	Very Dissatisfied	Dissatisfied	Quite Satisfied	Satisfied	Very Satisfied
Explains the description and purpose of the course at the beginning of learning	0,83%	-	15%	45%	39,17%
Used learning methods when teaching varied	-	2,50%	21,67%	42,50%	33,33%
Able to answer all student questions	-	0,83%	18,33%	40%	40,83%

Table 3. Percentage of Student Satisfaction Levels of Delivering Subject

Responses	Value				
	Very Dissatisfied	Dissatisfied	Quite Satisfied	Satisfied	Very Satisfied
Utilization of media and technology in learning	0,83%	0,83%	22,50%	41,67%	34,17%
The material submitted is updated according to the 4.0 and actual revolution era	0,83%	3,33%	25,83%	35,83%	34,17%
Bring student think active, creative, communicative and think critically	-	-	14,17%	50%	35%

Table 4. Percentage of Student Satisfaction Levels of Evaluation and Assessment

Responses	Value				
	Very Dissatisfied	Dissatisfied	Quite Satisfied	Satisfied	Very Satisfied
Give assignments that relate to the topic of learning and provide feedback.	1,67%	1,67%	17,5%	43,33%	37,50%
Never returns the assignment and reviews the given assignment	11,67%	18,33%	31,67%	25%	13,33%
Announces exam scores on time.	-	-	14,17%	42,50%	36,67%

Table 5. Percentage of Student Satisfaction Levels Each Indicator

Indicators	Percentage of Satisfaction (%)
Time discipline	82
Mastery of Subject	83,61
Deliver the subject	82,56
Evaluation and assessment	75,06
Total Average	81

The researcher has conducted this researcher before for higher students in Qatar university have high While total average for indicators are 81% are have positive responses and categorized satisfied. So we can conclude that the student satisfaction level depend on lecture mastery of materials and the way they deliver the material for student that influence student satisfaction and motivation of student for learning in every meeting .it showed in percentage of student perception in mastery the subject and delivery subject give positive responses. Latest research also investigate that student satisfaction depend on lecture performance and method that used in the class during learning process (Gee, 2018) (Motefakker, 2016) (Al-Sheeb et al., 2018).

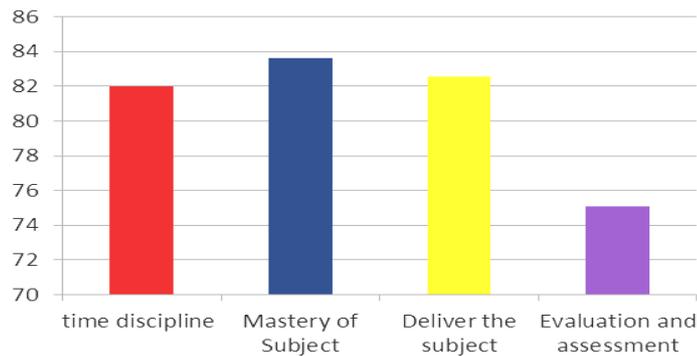


Figure 1. Percentage of Student Satisfaction Levels Each Indicator

Lecture in learning process has been good and still need to be improved and developed for evaluation and assessment to make the reputation of university become well. To support Industrial Revolution 4.0 Some of the common changes includes lecturers post student's grades and assignment online, use collaborative software/application to complete group tasks, students complete and upload assignments online in an online class portal in learning management system (Aziz Hussin, 2018).

CONCLUSION

Based on analysis that was conducted in musamus university that categorized assess for lecturer by students. There are four indicator of students level satisfaction for lecturer which is time discipline with percentage 81%, mastery the subject 83,61%, delivery subject 82,56%, Evaluation and Assessment 75,06%, Total average are 81% and categorized satisfied.

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