



THE OVERVIEW OF SATISFACTION LEVEL OF ONLINE LEARNING SYSTEM STUDENT DURING COVID-19 PANDEMIC

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ABSTRACT

The social restriction during Covid-19 pandemic impact sector particularly education. Education providers were competing to make changes in order to sustain the learning and teaching activity. Every education system basically will determine the quality of learning by measuring the student satisfaction level. These satisfaction levels reflect how good or bad the learning quality in a college. This quantitative study aims to examine the quality of online learning system in the Nursing program of Widya Husada University, Semarang, Indonesia. This study was conducted on 144 students using quantitative methods with a cross sectional approach. Research analysis using with deskriptif analysis. This study students of the Nursing program were involved in this study and asked to fill the questionnaire as data collection. The results showed that the student satisfaction was mostly expressed in less than 60.4%. This fact was affected by several things including gender, level, domicile, student readiness, network quality, the ability of the lecturer to provide the material and application tools provided. Based on the result of this study it can be conclude that the student satisfaction is low.

Keyword: covid-19; satisfaction; student

INTRODUCTION

University is higher education level after high school to pursue education. Based on the Law No. 12 2012, higher education is a level of education after senior high school which includes vocational or diploma programs, academic programs, such as undergraduate, master, doctoral, professional, and specialist programs. Education is a conscious, planned and measured effort in order to develop the potential of their students. Every college basically has a different education system. During the Covid 19 pandemic, most of the education providers were competing to make changes to the learning and teaching system in order to respond the environmental change. Educational institutions are required to be able to continue to provide optimal services during this pandemic era. A good education system will determine the quality of learning in a college, one of which is measured by the level of student satisfaction, in this case it becomes one of the benchmarks to find out whether the of academic learning at a college is good or not.

Widarti, (2008) explained student satisfaction as the fulfillment of student; expectations as users of educational services. Changes in the learning model are expected to fulfill the needs of students. Hopefully the changes made will not reduce the quality of the previous learning system. On the other hand, the social restriction, teaching and learning activities limitation, the risk of transmission and financial difficulties become stressors in life during the Covid -19 pandemic. Coronavirus Disease 2019 (COVID-19) is a contagious disease caused by the SARS-CoV-2 Virus (Severe Acute Respiratory Syndrome Coronavirus 2). Each college basically has a different

education system. At the time of the Covid 19 pandemic, most of the education providers were competing to make changes to the learning and teaching system. Most tertiary education is conducted online. Currently, the learning by networks is not perfectly implemented due to the limitations of internet connection which further become obstacles in achieving the optimal learning quality. For this reason, the educational institutions are required to be able to continue in providing optimal services during this pandemic. Every good education system will basically determine the learning quality which is measured by the level of student satisfaction.

The level of student satisfaction is one of the benchmarks to find out how good academic learning is. Widarti, (2008) explained that student satisfaction as meeting the needs of student expectations as users of educational services. Changes in the learning model are expected to fulfill the needs of students. Hopefully the changes made will not reduce the quality of the previous learning system. On this basis, researchers are interested in knowing "The description of the quality of online learning at AKPER Widya Husada Semarang".

The questionnaire were used to measures the subjectivity of student satisfaction with satisfied and dissatisfied statements. Wibisono (2012) explains that student satisfaction is related to the satisfaction of lecturers in delivering lectures, interactions between lecturers and students and with another support services. Rustiana (2020) explains that factors that influence online learning are learning facilities, student motivation, and the quality of learning materials. Learning facilities are the preparation of the university followed by the motivation of students to use these facilities with the support of lecturers regarding the provision of material with online learning.

The quality of online lectures is influenced by the readiness of universities in responding digital challenges, student response or motivation to online learning and interactive-multimedia-based digital material in the course. The support from universities through adequate facilities and infrastructure is further supported by the role of lecturers in providing and preparing innovative teaching materials that will increase learning motivation. Online learning is a variety of ways to develop learning models. Therefore, our study aim to determine the description of the quality of online learning.

METHOD

This quantitative study is a crosectional study with a correlation study. The data were collected from 144 students of the Nursing study program at Widya Husada University Semarang by using questionnaire.

RESULTS AND DISCUSSION

The results of the activities showed that the majority of the respondents were in the second semester (58.4%), and only few student from the sixth semester (20.1%). The respondents were consist of female (87.5%) and male (12.5%). Mostly the students were at home (95.8%). and using cellphone and cellphone network connection (both are 93.8 %). The majority of the students are using telegram for doing online lectures (43.8%). The respondents said they were able to receive learning well (37.5%). Meanwhile, the lecturers' assessment in delivering the material was mostly good (52.8%). Respondents conveyed their unpreparedness in implementing online learning (68.1%) are less ready to implement online. For the satisfaction assessment, most

of the respondents stated that they were not satisfied as much as 60.4%. The following table shows the distribution of student satisfaction levels.

Table 1.
 The respondents' description based on the devices used by students (n=144)

Devices	f	%
Cellphone	135	93.8
Laptops	9	6.2

Table 1 explains the majority of the respondent used Cellphone for online learning activities, (93.8%).

Table 2.
 The respondents' distribution based on the Network used by the student (n=144)

Network	f	%
Cellphone connection	135	93.8
Wi-fi	9	6.2

Table 2 explains the majority of the respondent used Cellphone network (93.8%),

Table 3.
 The respondents' distribution based on the application used in online learning activities (n=144)

Application	f	%
Whatsapp	59	41.0
Telegram	63	43.8
Zoom	22	15.3

Table 3 explains that the majority of the respondent used telegram for online lecture (43.8%)

Table 4
 The respondents' distribution based on student understanding (n=144)

understanding level	f	%
Not good	35	24.3
Not good	46	31.9
Good	54	37.5
Very good	9	6.2

Table 4 explains the number of respondents who are able in to understand the subject through online learning process are 54(37.5%).

Table 5.
 Description of respondents based on the ability of lecturers in delivering material (n=144)

Lecturers quality	f	%
Not good	20	13.9
Less good	32	22.2
Good	76	52.8
Very good	16	11.1

Table 5 explains the number of the student who think that the lecturers is able to delivered the material in a good way are 76 (52.8%),

Table 6.
 The respondents' distribution based on Student Readiness (n=144)

	Number of	Percent
Less ready	98	68.1
Very ready	11	7.6
Not ready	35	35.3

Table 6 explains the number of respondents who said that they were less ready to implement online are 98(68.1%),

Table 7.
 The respondents' distribution based on student satisfaction (n=144)

Satisfaction level	f	%
Less	87	60.4
Satisfied	57	39.6

The results of the study obtained an overview of the student's satisfaction level during online lectures where most students expressed dissatisfaction. Kotler (2009, p. 36) in Harmen (2019) explains that satisfaction is the level of a person's feelings after comparing the performance or results that he feels compared to his expectations. Satisfaction is the subjectivity of student satisfaction is a statement of student satisfaction and dissatisfaction with the learning process. Wibisono (2012) explains that student satisfaction is related to the satisfaction of lecturers in delivering lectures, interactions between lecturers and students and with support services. Rustiana (2020) explains that the factors that influence online learning are learning facilities, student motivation, and the quality of learning materials. Learning facilities are the preparation of the university followed by the motivation of students to use these facilities with the support of lecturers regarding the provision of material with online learning.

The explanation above illustrates that there are several factors that can influence the learning process including factors from teachers, students and environmental factors. As obtained from the results of the study, there are several descriptions of student readiness, lecturer readiness and the

learning tools. This is in line with Putra (2019) which explains that the determinants of student learning satisfaction, is related to teachers, students and the learning environment. The research results also describe the components of satisfaction, including a description of the success of learning achievement, namely the student understanding level. Yasir (2017) explains that student satisfaction level on reliability, responsiveness, assurance, empathy is in the high category, while tangible factors are in the medium category.

The aspect of satisfaction that has not been listed in this study is the service aspect, where the service aspect can also affect the level of student satisfaction in learning. Service aspects of the learning process include 1) Service items of non-academic aspect including satisfaction with administrative staff services, 2) Service items of academic aspect, is the dimensions related to services provided in teaching and learning activities 3) Service item of reputation dimension.’ This dimension is a service dimension related to the image of the collage as a professional collage which provide facilities and infrastructure owned by the campus, 4) Service item dimensions of access, this dimension is a service dimension related to the ease in accessing other supporting facilities. 5) Service item dimensions of understanding, this dimension is a dimension of services related to counseling and health services Nasuka (2014).

The quality of online lectures (online) is influenced by the readiness of universities to face digital challenges, student response or motivation to participate online learning and interactive-multimedia-based on digital material in the lectures. The support from universities through adequate facilities and infrastructure is further supported by the role of lecturers in providing and preparing innovative teaching materials that will increase learning motivation. Online learning is one of the varieties in developing learning models

CONCLUSION

Most of the respondents were not satisfied due to the unpreparedness in implementing online learning. The quality of online lectures (online) is influenced by the readiness of universities in facing digital challenges, student response or the student motivation in joining online learning and interactive-multimedia-based digital material in the lectures. Support from universities through adequate facilities and infrastructure is further supported by the role of lecturers in providing and preparing innovative teaching materials that will increase learning motivation. Online learning is one of the varieties in developing learning models

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