

Students' Satisfaction of Online Learning During COVID-19 Pandemic

Kepuasan Mahasiswa Terhadap Pembelajaran Daring pada Masa Pandemi COVID-19

Silvani Safitri*, Sriati Usman, Abdul Kamaruddin
Anshari Syafar, Aminah

*Program Studi Magister Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Tadulako, Palu, Indonesia*

Abstract This research aims to find out the students' satisfaction of online learning and the factors that affect the students' satisfaction of online learning during the COVID-19 Pandemic at Tadulako University in the academic year 2020/2021. This research used qualitative approach. This research collected the data through survey method using a questionnaire and interview. The research subject was the third year students of the English Language Education program at Tadulako University in the academic year 2020/2021. The samples were selected using purposive sampling to choose the students as the respondents. The result indicated that the students' satisfaction of online learning during the COVID-19 Pandemic is 62.13%, which was considered satisfied. Percentages for each factor were described as follow; 66.37% or equivalent as satisfied for Student-Lecturer Interaction, 67.64% or equivalent as satisfied for Instructional Materials, 61.95% for Online Learning Platform or equivalent as satisfied, and 51.54% for Functionality or equivalent as dissatisfied. So, three factors are satisfied, and one factor is dissatisfied. The result stated as 'satisfied' dominates the result of the students' responses; it can simply conclude that those factors affect the students' satisfaction of online learning during the COVID-19 Pandemic.

Keywords Online, Distance, Satisfaction

Abstrak Penelitian ini bertujuan untuk mengetahui kepuasan mahasiswa terhadap pembelajaran online dan faktor-faktor yang mempengaruhi kepuasan mahasiswa terhadap belajar online pada masa Pandemi COVID-19 di Universitas Tadulako tahun ajaran 2020/2021. Metode yang digunakan adalah metode kualitatif. Pengumpulan data dilakukan menyebarkan kuesioner dan melakukan wawancara. Subjek penelitian ini adalah mahasiswa tahun ketiga program studi Pendidikan Bahasa Inggris Universitas Tadulako tahun ajaran 2020/2021. Teknik pengambilan sampel menggunakan purposive sampling untuk memilih mahasiswa sebagai responden. Hasil penelitian dari kepuasan belajar online mahasiswa selama pandemi COVID-19 adalah sebesar 62.13%, yang mana tergolong dalam kategori puas. Hasil dari masing-masing faktor adalah: Interaksi Mahasiswa-Dosen sebesar 66.37%, yang berarti puas, Bahan Ajar 67.64%, yang berarti puas, Platform Pembelajaran Online 61.95%, yang berarti puas, dan faktor Fungsionalitas 51.54%, yang berarti kurang puas. Terdapat tiga faktor yang menunjukkan hasil puas, dan satu faktor dengan hasil tidak puas. Hasil penelitian yang menunjukkan tingkan 'puas' mendominasi hasil respon siswa; dapat disimpulkan bahwa faktor-faktor tersebut merupakan faktor yang mempengaruhi kepuasan mahasiswa terhadap pembelajar daring selama masa pandemi COVID-19 .

Kata Kunci Pembelajaran daring, Online, Kepuasan

Corresponding Author*

E-mail: silvanisafitri04@gmail.com

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1. Introduction

Education is a social activity which is important to grow the potential of human resources that takes place outside or inside school. The role of education is very important in life because it is a foundation for developing knowledge and skills of the people. It is also to ensure the survival of the people so that it can increase the quality of human resources. Learning activity is an educational innovation to answer the challenges of the availability of varied learning resources. The quality of human resources is closely related to the quality of education system. By enhancing the human resources in education could further improve their ability to innovate and addapt to the new technologies (Afza & Nazir, 2007). Efforts to increase human resources can be done by improving the education system.

Lecturers in English Education Study Program of Tadulako University have tried various things and given facilities to their students to improve the quality of education of students. It is following the UU/No.12/2012 about higher education that stated as the members of Academic Community, lecturers have the task of transforming the knowledge or technology they know to students by creating an atmosphere of a learning process to develop their potential actively. It explains that the lecturers are the sources for students to receive knowledge. The lecturers are obliged to transfer education through the technology they mastered to students.

However, unprecedented situation due to COVID-19 challenged Indonesian education system at all levels. The government officially urged schools to stop the face-to-face learning activities thorough Indonesia, and immediately did learning related activities online. Time, location and distance become significant problems during the COVID-19 pandemic period (Kusuma & Hamidah, 2020). This outbreak urges lecturers and students to conduct online classes that are rarely held simultaneously for all education elements, including students, lecturers, and parents (Sun et al., 2020). Technology in education modernizes the whole process of online learning during the COVID-19 Pandemic. It is supported by the statement of Clyde and Delohery (2005), technology can be a valuable tool in increasing the experiential components of learning. Almost every system of education now uses technology to help them providing a better way to give information to the students, especially in our condition which the outbreaks happened. Thus, online learning becomes a solution to overcome difficulties in implementing direct learning.

Online learning is the solution to continuing the rest of the semester at English education study program of Tadulako University during the COVID-19 Pandemic period as the decree of the Minister of Education and Culture (Kemendikbud) Number: 36962/MPK.A/HK/2020, concerning Online Learning and working from home in the prevention the spreading of COVID-19 . Online learning is defined as the experience of knowledge transfer using video, audio, images, text communication, software with the support of internet networks (Basilaia and Kvavadze, 2020). This is a modification of

knowledge transfer through website forums and digital technology trends as a hallmark of the 4.0 industry revolution to support teaching and learning process during the COVID-19 pandemic (Basilaia & Kvavadze, 2020).

Online learning has some advantages for both lecturers and students. According to Serhan (2010), there are some advantages of online learning that could offer. First, both students and lecturer could study or teach and work at the same time. Second, the flexibility of time and the place for both students and lecturer. Third, they could take the class anytime and anywhere. Online learning helps students in managing their time with their flexibility. And the last, the students could find other resources related to the materials easily. These advantages of online learning are convenience for the students, since during the pandemic, students are given many kinds of assignments and have to prepare for any presentation and test, they have to manage their time wisely.

However, Serhan (2010) also listed some disadvantages of online learning. First of all, the absence of immediate feedback could be reduced if teachers gave follow up discussion activity on the feed. Hence, students would get instant feedback, and the lack of live interaction would no longer be a problem. Furthermore, some students said that self-learning put extra responsibility on learning on one's own as one of the disadvantages. In other words, they had to learn by themselves more. Also, the technical problems as the last disadvantage of online learning cannot be avoided until now, for instance, the lack of internet networks in some places. These disadvantages could prevent students from the benefits they could get for online learning.

Since online learning has been held at English education study program of Tadulako University because of the COVID-19 Pandemic, many students feel the advantages and disadvantages of online learning as described above. It affects the level of students' satisfaction with online learning systems. Students' satisfaction is an important factor in online learning since online learning makes it easy to held teaching and learning process especially during COVID 19 pandemic (Luh, 2020).

Related to the students' satisfactions toward online learning as explained above, a research done by Ridwan (2017) found that the majority of the students showed high levels of satisfaction of online learning. This reveals that just like in traditional education, in online learning has enough interaction to takes place between students and their lecturers, courses are up to date and well designed, lecturers are devoted, motivated and equipped with the required skill and knowledge. In addition, another study done by Ali and Ahmad (2011) found that majority of the students showed high levels of satisfaction regarding student-instructor interaction, instructor's performance and course evaluation. The two researches mentioned about the same topic as this research, which focused on the satisfaction level of online learning based on the students' responds. The levels can be caused by particular factors determining students' satisfaction of online learning explained

in the next section of this research. However, this research was carried out during the COVID-19 Pandemic, which has not happened in the previous studies.

According to the description above, online learning has come to a solution for education aspect during COVID-19 Pandemic. It has many benefits for some students who enjoy online learning and the feel satisfied with it. However there are still problems and not all students feel satisfied with online learning (Ali and Ahmad 2011). Based on this problem, the researcher conducted a research to find out students' satisfaction level of online learning at English Education Study Program of Teacher Training and Education Faculty at Tadulako University in academic year 2020/2021 during COVID-19 Pandemic.

2. Methodology

The researcher used qualitative research as the methodology in ascertaining the solution to the research questions. This method is a content analysis intended to describe the contents of particular information or text (Munirah, 2015). In this study, the researcher employed a descriptive qualitative research to collect the data including the questionnaire and interview. Descriptive approach carried out by collecting data, the data approach then presents the observational data so that other parties can easily get a picture of the object under study in words and language.

The researcher distributed the online questionnaire to the third-year students of Tadulako University in the academic year 2020/2021, from September 28th, 2020 to October 30th, 2020, and conducted the interview on October 25th, 2020. Each student was allowed to complete the questionnaire once. Also, the researcher interviewed 10 students as the representative to get more information about their satisfaction with online learning during the COVID-19 Pandemic period. All respondents were fully informed about the objectives of the research and agreed to participate voluntarily. 120 responses were collected from the survey. 100% of the respondents have participated in online classes during COVID-19 Pandemic.

Subject of the Research

In this study, the participants are the third year students of the English Language Education program at Tadulako University in the academic year 2020/2021. The researcher chooses the third year students of the English Language Education program as the research subject because they have been joined online classes during the COVID-19 pandemic period. They have been doing the online learning process for approximately more than one semester, starting from fourth semester until fifth semester.

Instrument of the Research

The researcher collected the data using a questionnaire and interview as the instrument to find out students' satisfaction level towards online learning during COVID-19 pandemic period. The type of question is a closed-ended question, which has 30 questions, and 5 open-ended questions. The researcher adapted four factors that determine students' satisfaction in online learning from several previous studies as the research instrument. The first factor was based on the study of Kuo, Walker, Belland, and Schroder, (2013), which investigated students and lecturers interaction as the critical factor during online learning classes. The second factor was based on the study of Ridwan (2017), who analyze the Instructional Materials, which was one of the essential factors that determine students' satisfaction in online learning class. Instructional materials as a set of classes or a plan of study on a particular subject, usually resulting in an examination or qualification, is, of course, being one of the main factors as well. The third factor is the online learning platform used for the online learning process, which adapted from Jaya (2019). An online learning platform is an integrated set of interactive online services that provide students and instructors involved in education with tools and resources to support the teaching and learning process without any physical meeting. By using them, students can study and learn something everywhere and every time outside the classroom, get feedback from their lecturer and their friends, which are very useful for them to revise their works, Jaya (2019). The last factors that determine students' satisfaction in online learning are functionality, which based on the study of Ali and Ahmad (2011). Their study describes functionality related to flexibility, cost-effectiveness, electronic research availability, eases of connection to the internet. These four factors are expected to be a function as the questionnaire for measuring the students' satisfaction level towards online learning.

Validity and Reliability

Validity is a measure that shows the validity or the level of validity of an instrument. A valid instrument has high validity. Based on the correlation value, the criteria for whether or not the data is valid or not in the SPSS for Windows program is if $r_{\text{count}} > r_{\text{table}}$, it means the item is valid. Otherwise, if $r_{\text{count}} < r_{\text{table}}$, it means the item is invalid. In the 5% significance, it is known that r_{table} is 0.361. The results of the validity test of 30 statement items have a value of r_{count} more higher than 0.361, so the questionnaire are declared valid and can be used in this study as the instrument.

After found the validity of the questionnaires, the researcher counting the reliability values of the questionnaires. Reliability values could be found by comparing the Cronbach's alpha value in the SPSS for Windows calculation. The reliability criteria is if $r_{\text{count}} > 0.6$ indicates that the questionnaire to measure a variable is reliable. The result of the

reliability have a value of 0.913 which higher than the rtable, so the questionnaire are declared reliable and can be used in this study as the instrument.

Technique of Data Analysis

To analyze the data, it is needed to determine the expected value (EV). This value can be determined by multiplying the number of question items with the highest score; calculate a score value (SV). This value is the average of real acquired value derived from the research. Then, reseacher determining the category based on the percentage rooted in the following formula by Narimawati, Anggadini, and Ismawati (2010):

$$P = \frac{SV}{EV} \times 100\% \tag{1}$$

The symbol P stands for the percentage of interest and expectation; it shows students' satisfaction in the form of a percentage. SV has the meaning of Score Value, and EV stands for Expected Value. Based on the formula above, the researcher used a table to interpret data taken from the respondents' answers.

The researcher used guidelines adapted from Rawung (2017) for the interpretation to provide an interpretation of the data on the average of the acquired value as presented in the Table 1 below:

Table 1. Interval value of satisfaction level

Interval	Satisfaction Level
0% –40%	Very Dissatisfied
41% – 60%	Dissatisfied
61% – 80%	Satisfied
81% –100%	Very Satisfied

3. Findings And Discussion

Findings

There were four factors examined as the students' satisfaction level of online learning during the COVID-19 pandemic; those are Student-Lecturer Interaction, Instructional Materials, Online Learning Platforms, and Functionality. Besides, there are 30 items measured with different points in each factor. The results of students' satisfaction were presented in Table 2. The first factor, Student-lecturer interaction, 14.09% of the respondents chose very satisfied with this factor. Furthermore, 50.15% of the respondents felt satisfied. There was 26.89% of the whole respondents determined dissatisfied. And the last, 8.86% chose very dissatisfied, making it the lowest satisfaction level towards student-lecturer interaction factor. For this factor, the mean percentage was 67.37%, which means satisfied. The result was suitable with some students' interview results related to the student-lecturer interaction factor. Student 1 said, "There is no significant problem between

us and the lecturer interaction during online classes. We can interact smoothly just like a typical classroom as long as internet access is good".

Table 2. Result of questionnaire

Factors of students' satisfaction	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	% of satisfaction	Scale
Student-lecturer interaction	14.09%	50.15%	26.89%	8.86%	67.37%	Satisfied
Instructional materials	16.11%	45.14%	31.94%	6.81%	67.64%	Satisfied
Online learning platforms	22.26%	46.31%	23.81%	7.62%	61.95%	Satisfied
Functionality	3.89%	13.47%	33.19%	49.44%	51.54%	Dissatisfied
Total					62.13%	Satisfied

The next factor is Instructional Materials. There were 16.11% of respondents chose very satisfied with this factor. For the satisfied level, 45.14% of total respondents chose it to express their satisfaction level. Moreover, there are 31.94% of respondents picked dissatisfied with this factor. And the last, there are 6.81% of respondents chose very dissatisfied. The mean percentage of this factor was 67.64%. It means that the students feel satisfied with the instructional materials factor. The result of the interview also shows the same satisfaction level as the questionnaire result. Almost all of the students expressed their satisfying feeling when it comes to the material given by the lecture. Student 3 describes his answer as, *"For me, the subject matter taught by the lecturer for online classes has so far been satisfied. The material given by the lecturer is clear on the topic for each meeting since the lecturer has a material guide for students. So the material is not out of topic"*.

The third is the Online Learning Platforms factor. For this factor, 22.26% of total respondents chose very satisfied to express their feelings toward this factor. 46.31% chose satisfied level, made it the highest score of this factor. Furthermore, 23.81 of the total respondents chose dissatisfied. 7.62% of respondents felt very dissatisfied with the online learning platforms factor. Finally, the mean percentage of this factor is 61.95%. This result shows that the respondents satisfied with this factor. The students also stated during the interview that the researcher gave to get more information about their satisfaction with online learning. As one of the student's states, *"The platform we used very simplifies the situation. Because the current condition makes it impossible for us to meet face to face, this platform facilitates the teaching and learning process. We can do it anytime and anywhere. Sending assignments is also easy"*.

As the final point, the Functionality factor has 3.89% of total respondents who chose a very satisfied level. 13.47% chose satisfied as their response towards this factor. Furthermore, 33.19% of respondents chose the dissatisfied level, and the last, 49.44% of

total respondents chose very dissatisfied, made this the highest score of satisfaction level. The final result is 51.54%, which means the students dissatisfied with this factor.

The result is also supported by the interview of student 1, who said, *"The biggest problem for me is the internet access problem. Because of the corona pandemic, I returned to the village. The network was so bad there. So, sometimes there are obstacles that happened during the online learning process"*.

Finally, the last row on the table shows the total scores of the five factors are counted. The score value was divided by the expected value times 100%, resulting in a percentage of interest and expectation, which leads to the satisfaction scale. In general, from the whole factors, the percentage is 62.13%. This leads us to conclude that the students felt satisfied with the online learning process.

Discussion

The finding shows that the factors that determine the students' satisfaction level got different percentage scores. The instructional materials got the highest score among the other factors. Following by the students-lecturer interaction factor and Online Learning Platform factor. Almost half of the respondents chose satisfaction level for the Instructional factor. The result of the questionnaire was in line with the response during the interview. As some respondents claimed that the materials provided by the lecturers are understandable and easy to be used. It indicates that the students achieve more positive experience than the negative side when it comes to materials for lecture online (Ridwan, 2017).

Furthermore, some students said that during the online learning classes, the lecturers always ask them if they have any questions about the material given or give them a chance to ask or answer and even give them time to have a discussion. It is proved that there is communication happened during online learning classes. Cole, Shelley, and Swartz (2014) studied that communication between students and instructors is one of the greatest factors influencing students' satisfaction with the online course.

Surely, the online learning's platforms used by the lecturer also supported the online learning process, as the respondents said during the interview that all of the platforms that lecturers used for the online learning process are helpful and useful during the condition where the pandemic happens. Besides being useful for the teaching and learning process, the online learning platforms are also a proper solution that helps students submit assignments or tasks and involve them in resolving single and collaborative homework tasks (Sumarna, 2020).

In spite of the satisfied feelings, there are some respondents chose dissatisfied as their response, as well as the interview's responses. The dissatisfied level was chosen by the most respondent regarding to the functionality factor. During interview, some students expressed dissatisfying feeling toward this factor which influenced by the internet access. These students' opinion describes that even though the lecturer has prepared the course

material well, the bad internet access cause they are chose was at very dissatisfied feeling towards this aspect. Babang (2020) describe that one of the points considered students' dissatisfaction during online learning is the internet access problem which is still bad. In addition, one of respondent explained that they have no choice but to follow online learning classes, even though it is hard for them to understand the materials explained by the lecturer. Cole et al. (2014) describe in their study, those who were chose were dissatisfied said that they are difficult to understand the material given during online learning class. It happened because not all courses can be taught online, they need a more specific explanation of some courses.

After the researcher provided the research findings and discussed it with previous studies' support, the four factors are counted to find the mean percentage score of the satisfaction interval. With the total result of 62.13%, it means that the students feel satisfied with the online learning process during the COVID-19 Pandemic. It has a similar result as Basith's study (2020), which showed that students were satisfied with the online learning that had been implemented during the COVID-19 outbreak. The result of this research also answered the first problem statement question; what is the level of students' satisfaction with online learning during the COVID-19 Pandemic.

Moreover, the second problem statement is to determine the factors that affect the student satisfaction of online learning during the COVID-19 Pandemic. As satisfied level chosen by the most students in Student-Lecturer Interaction factor, Instructional Materials factor, and Online Learning Platform factor it lead us to conclude that these three factors affect students' satisfaction in online learning classes during COVID-19 Pandemic.

4. Conclusion

This research aims to determine the level of students' satisfaction of online learning during the pandemic. This result of the research shows the percentage of students' satisfaction of online learning during COVID-19 Pandemic is on the satisfied level. Student-Lecturer Interaction factor, Instructional Materials factor, and Online Learning's Platform factor are contribute most in satisfying level. Those are the factors that affect the students' satisfaction level of online learning during COVID-19 Pandemic.

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