



Analysis of Student Satisfaction Levels with Online Learning Systems

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Abstract

This research aims to analyze student satisfaction in online learning. This research uses quantitative methods. The data source was taken using a questionnaire from 50 active students attending college in a few Universities in Sumatra. All data is then analyzed using software SPSS Windows Version 20 and found 33 students stated that they were not satisfied with the total percentage of 60%, 3 students stated that they were very dissatisfied with the results percentage 5.5% of students, 17 students stated that they were satisfied with a percentage of 30.9 students, then 2 students stated that they were very satisfied with the online learning system with a percentage of 4%. The satisfaction in question is measured through five indicators, namely; i). level of satisfaction, ii) clarity of structure and subject matter of material discussion, iii) suitability of learning material with RPS, iv) consistency of lecturers in online learning, v) liking online learning. The five indicators used as instrument items in this research were used to determine the level of student satisfaction with the online learning system during the Covid-19 pandemic.

INTRODUCTION

Online learning is considered to be the best solution for teaching and learning activities in the midst of the Covid-19 pandemic (Anam & Hanik, 2020; Fathimah et al., 2020; Maulana & Hamidi, 2020). This learning aims to increase access for students to obtain better and better quality learning because online learning will give students the opportunity to take part in certain lessons or courses. Apart from that, online learning can provide quality learning services massively and open to reach a wider and wider number of interested people (Yayuk & Prastiyowati, 2019). The choice to do online learning requires device readiness and an internet data package that is still managed independently. One step in utilizing network technology and information technology for developing learning systems at college higher education is an online lecture system (on the network) between universities (Astini, 2020; Mustofa et al., 2019; Rusdiana & Nugroho, 2020).

The level of student satisfaction is one measure of the quality of e-learning (Prasetya & Harjanto, 2020). The level of satisfaction of students using e-learning can show that students enjoy the online learning process (Setiyani, 2010). Quality learning will have a high level of satisfaction for its users. Research on student perceptions in online learning, students feel that online learning does not support the teaching and learning process so that lecturers can facilitate them by creating groups on social media to interact and improve the atmosphere of the learning environment among class members (Simarmata & Simarmata, 2020).

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However, there are still obstacles which emerged as a result of carrying out online lectures during this pandemic (Priyastuti & Suhadi, 2020). There are many preparations that must be made by lecturers and students in carrying out online learning, including the readiness of lecturers and students to operate online learning media even though the operation of online learning media is not yet optimal. Apart from that, the use of online learning media requires lecturers to think more creatively in learning activities to be able to master technology and operate online learning media, and requires students to spend more money to buy internet credit due to changes in students' previous learning habits (Zhafira et al., 2020). So during this pandemic, online learning is very reliable for the smooth running of the online learning process.

To overcome these obstacles, an evaluation is needed to assess student satisfaction as a determinant of the quality of online learning. The level of student satisfaction can be considered as proof that the majority of students can participate in online learning comfortably, but there are a large number of students who have not been able to adapt to online learning. The higher the level of satisfaction of students as users, the higher quality online learning will be (Anggraini & Purwacaraka, 2020; Napitupulu, 2020; Nurhayati & Zuhra, 2020).

Research on online learning satisfaction levels in the middle The Covid-19 outbreak was carried out by several previous researchers, the aim of their research was to determine the level of student satisfaction with online lectures during a pandemic (Nurrohimi, 2020; Sianipar et al., 2020; Susilowati, 2020). The Covid-19 pandemic has had a major impact on various fields (Solviana, 2020). One of the areas that has had an impact due to Covid-19 in Indonesia is the education sector. Many universities conduct online learning. In this case, the Government's Ministry of Education and Culture has prohibited universities from carrying out face-to-face lectures (Herlina, 2020).

The solution to implementing learning during the Covid-19 period is to implement online learning, so that it can reduce the spread of the virus (Asmuni, 2020). Online learning gives students the freedom to obtain extensive information from various sources. Online learning can improve skills in using information technology devices. In implementing online learning, of course it cannot be separated from the role of technology (Salsabila et al., 2020). Technology can simplify all needs in the teaching and learning process.

METHODS

This research uses quantitative research methods with a survey approach. The data source was taken using a questionnaire from fifty (50) active students from several universities on the island of Sumatra. Next is research data analyzed using software tools SPSS Windows Version 20 to view descriptive analysis results. According to Mustakim, (2020) descriptive analysis is one way to make it easier for writers to easily describe research results in quantitative research. Likewise stated by Islamoğlu et al., (2022); Munawaroh et al., (2022); Zamzami, (2021) to describe the overall results of data analysis in a survey research, a researcher can use a descriptive analysis approach using software SPSS.

RESULT AND DISCUSSION

Based on the results of the analysis of all the data in this study which was taken using a questionnaire from 50 respondents who were active students from several universities on the island of Sumatra. After the author carried out an analysis of the data collected through the questionnaire, a description of the results of the analysis of the level of student satisfaction with the system was found. online learning, as shown in the table following:

Table 1: Level of Student Satisfaction with the Online Learning System

| No | Observation indicators | Category | Percentage | Respondent |
|----|------------------------|-------------------|------------|------------|
| 1 | Level of satisfaction | Very dissatisfied | 5,5% | 3 |

| | | | | |
|---|---|----------------|-------|----|
| | in online learning | Not satisfied | 60% | 33 |
| | | Very satisfied | 4% | 2 |
| | | Satisfied | 30,9% | 17 |
| 2 | The material structure and subject matter are discussed clearly | Yes | 54,5% | 30 |
| | | No | 45,5% | 25 |
| 3 | Learning is in accordance with RPS | Yes | 85,5% | 47 |
| | | No | 14,5% | 8 |
| 4 | Lecturers are consistent in online learning | Yes | 52,7% | 29 |
| | | No | 47,3% | 26 |
| 5 | Likes online learning | Yes | 27,3% | 15 |
| | | No | 72,7% | 40 |

Based on the results of the analysis in table 1 above, as a whole, it can be understood that as many as 33 students expressed dissatisfaction with online learning. These dissatisfied statements were accumulated through obtaining respondents' answers, namely with a total percentage of 60%. Furthermore, to make the five results of the analysis above more interesting, the author will discuss them in detail as follows:

First, namely the level of satisfaction with online learning, the results of the analysis found that 33 students expressed dissatisfaction with a total percentage of 60%. Refer to the standard study that the author used in this research, the percentage at the satisfaction stage is in the dissatisfaction category. In other words, these 33 students felt dissatisfied with the online learning they experienced during Covid-19.

The satisfaction stage is a feeling of happiness or disappointment that arises after comparing perceptions of performance or performance results of a product and its expectations. Several studies have been conducted related to online learning. Research on student perceptions of learning is limited to teaching and learning aspects, lecturer abilities, and infrastructure. Research results show that online learning has a positive impact on practical courses (Saragih et al., 2020).

Online learning is the best solution for teaching and learning activities in the midst of the Covid-19 pandemic (Handayani, 2020). This education model aims to increase access for students to get better and quality education. Online learning will provide an opportunity for students to be able to take part in certain lessons or courses without having to do it face to face. By using online learning media, namely WhatsApp, Google Meet, Cloud x and Zoom Meeting. Universities expect students to be able to participate in education effectively and gain the knowledge provided by teaching lecturers (Adawiyah, 2019).

According to the journal Priyanto, (2020) in implementing online learning, of course it cannot be separated from the role of technology. Technology can simplify all needs in the teaching and learning process. In line with the opinion of Tsani et al., (2020) who say that digital technology in educational institutions is a means of supporting learning, either as a means of accessing learning resource information or as a means of supporting learning activities and related tasks.

Second, namely clarity in the structure of the material and subject matter, the results of the analysis found that 30 students agreed with this statement with a total percentage of 54.5%. Referring to the assessment standards that the author uses instudy In this case, the percentage in this case is in the category of agreeing with the statement. In other words, 30 students agreed because the material structure and subject matter were discussed clearly and in detail.

Third, learning is guided by the Semester Learning Plan (RPS), the results of the analysis show that 47 students agree with the existing statement with a percentage of 85.5%. Referring to the assessment standards that the author uses in study Currently, the percentage score on this statement is categorized as yes. This means that 47 students agree with the

statement that the lecturer provides online learning guided by the RPS.

According to the Minister of Education and Culture Regulation no. 49 of 2014 Semester learning plans (RPS) are determined and developed by lecturers independently or together in expertise groups in a field of science or technology in the study program. Semester Learning Plan (RPS) is a learning planning document prepared as a guide for students in carrying out lecture activities for one semester to achieve predetermined learning outcomes (Syafarina & Setiawan, 2019). In higher education the learning tools used by teachers or lecturers are known as Semester Learning Plans or abbreviated as RPS.

Fourth, lecturers are consistent in online learning, the results of the analysis show that 29 students agreed with the existing statement with a percentage of 52.7%. Referring to the assessment standards that the author used in this research, the percentage score for this statement is categorized as yes. This means that 29 students agreed that during online learning lecturers remained consistent in their duties and responsibilities.

Fifth, liking online learning, the results of the analysis show that 40 students stated that they did not agree with the existing statement with a percentage of 72.7%. Refer to standards study that the author used in this research, the percentage score for this statement is categorized as no. This means that 40 students do not like online learning.

According to the author, many students express their dislike for online learning because of the many obstacles they face during the online learning process. The obstacles found were very complex regarding student aspects, the environment and available facilities, as well as the learning process. Obstacles that occur to students regarding learning motivation. Low motivation because students have to study independently. Environmental constraints are internet network services. Students are not yet familiar with online learning and the existing facilities At home that supports online learning is inadequate (Hanifah et al., 2020; Susanty, 2020).

An unstable internet network can affect student learning processes (Dzalila et al., 2020). Learning carried out at home makes students less motivated to learn because online learning is not like conventional learning which can be done face to face with lecturers and other students. Another obstacle is the public's view that they are not yet fully willing to accept the online learning model as an alternative form of learning.

CONCLUSION

The research results have succeeded in finding out and analyzing the level of student satisfaction with online learning during the Covid-19 period. Of the five statements that were used as benchmarks for this research instrument, the results of the analysis showed that in general the level of student satisfaction in online learning was in the dissatisfied category and the majority of students stated that they did not like online learning.

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