Impact of Covid-19 on Student Satisfaction Level on Online Learning in Universities

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ABSTRACT

The Covid-19 virus has had a very big impact, especially for the world of education. The impact that occurred in the world of education was experienced by several private universities, especially the HKBP Nommensen Pematangsiantar University (UHKBPNP). As a result of the COVID-19 virus, universities are required to make changes to learning procedures that were previously done face-to-face to online learning. However, the challenge for universities is the diversity of origin of the students themselves. This study aims to determine the impact of the Covid-19 pandemic on online learning satisfaction. This study uses a qualitative approach with descriptive analysis. The number of students who were used as informants in this study were 169 people consisting of active students in the Elementary School Teacher Education Study Program, Water Resources Management Study Program and Mathematics study programs who were randomly selected. Based on the results of the study, it is known that the majority of students at UHKBPNP have devices to support online learning, it can be seen from the percentage of device ownership of 94%. However, there are still some dissatisfactions faced by students when online learning is carried out such as: students feel they cannot easily monitor the progress of online learning, cannot obtain learning materials easily nor can they learn material easily. Overall, both from the technology side and the lecturer side, students are not satisfied with the online learning method they are currently living and also dissatisfied with the lecturer's ability to deliver material in online learning.

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A. INTRODUCTION

Coronavirus Diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days. On January 30, 2020, WHO has declared it a public health emergency of concern to the world.

The current COVID-19 virus in Indonesia has an impact on the entire community. According to kompas, 28/03/2020 the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. Circular (SE) issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of corona, especially in the education sector. On March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020

concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID, in the Circular it was explained that the learning process was carried out at home through online/distance learning to provide a learning experience. meaningful to students. Studying at home can be focused on life skills education, including regarding the Covid-19 pandemic (Adit, 2020)

Online learning at the university level is also carried out using the WhatsApps, Zoom and Google Classroom applications. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. As revealed by Nakayama, all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students (Nakayama et al., 2014). This online learning also experiences many problems that occur in the field. Therefore, it is necessary to conduct research, especially to students to determine the level of satisfaction during online learning.

Universities that used to fully use the face-to-face method during lectures have now changed to using the online method. In foreign terms it is called *distance learning.* In various other studies it is also known as *online learning*, *e-learning* (*electronic learning*). Now it is a challenge for lecturers, students who like it or not must be ready to face online learning (Tîrziu & Vrabie, 2015). The difference between face-to-face learning and online learning has a different effect on the quality of student learning (Karwati, 2014).

For universities located in geographic areas with weak internet connections, this is a challenge in itself. HKBP Nommensen Pematangsiantar University is one of the universities whose students spread across various regions including areas where internet connection is not adequate and will be overwhelmed by online learning methods. The impact of Covid-19 also affects the current student learning process. At least in online learning there are three important elements that support its success when applied by universities, namely: students, lecturers, technology (Tîrziu & Vrabie, 2015). Many factors affect online learning satisfaction including: technology, educational content, motivation and attitudes, student readiness level, suitability of information with needs, learning design, quality of information, experience. If students obtain online learning satisfaction, it will affect motivation and learning outcomes, perceived value and intensity of sustainability. Student satisfaction in undergoing online learning is an important input in order to improve in the future. The role of information and communication technology literacy is important in online learning during this Covid-19 pandemic (Latip et al., 2020). Especially if the Covid-19 pandemic still occurs, online learning will continue to be chosen as the safest method, especially in Pematangsiantar City where the location of the college is which until now is in the red zone. This research can contribute in providing input related to the implementation of online learning today.

According to (Dzalila et al., 2020) in a study entitled the effect of online learning in pandemic times covid-19 on level of learning understanding students explained that in the implementation of online learning many problems are found that cause enthusiasm for learning and the level of understanding of student learning to decline.

Based on a study entitled Online Learning in the Middle of the Covid-19 Outbreak, it was explained that (1) students had basic facilities needed to take part in learning online; (2) online learning has flexibility in implementation and able to encourage the emergence of independence learning and motivation to be more active in learning; and (3) distance learning encourages the emergence of social behavior distancing and minimizing the appearance of student crowds so

that it is considered to reduce the potential for the spread of Covid-19 in a college environment. Weak supervision of students, lack of strong signal in remote areas, and expensive quota fees are a challenge in online learning. Increase learning independence, interest and motivation, courage expressing ideas and questions is another advantage of online learning (Sadikin & Hamidah, 2020). Based on this description, then A study was conducted to determine the impact of the Covid-19 pandemic on online learning satisfaction.

B. METHODS

This research was conducted in June 2020 at HKBP Nommensen Pematangsiantar University. This study is a cross-sectional study with a descriptive qualitative approach. Informants in this study were students of MPSDP Study Program, Mathematics Study Program and PGSD Study Program. Informants are ive students who undergo online learning. Informants were selected randomly, from various semesters and study programs. The number of informants in this study was 169 people. The method of data collection was done by distributing electronic questionnaires using google form.

The distribution of electronic questionnaires is carried out through the distribution of google form links on social media such as Whatsapp in class groups. The spread to the collection of primary data took place within a period of approximately 1 month during the Covid-19 pandemic in Pematangsiantar and its surroundings. Electronic questionnaires are made in the form of closed-ended questions. After the data was collected, it was analyzed descriptively by tabulating the percentage of each question that was answered completely by the students.

C. RESULT AND DISCUSSION

This research resulted in several impacts of the Covid-19 pandemic on the world of education. The impact can be seen from the satisfaction of online learning on students, especially the Water Resources Management Study Program called MPSDP, Mathematics Study Program and Elementary School Teacher Education Study Program called PGSD. The results of the study are presented starting from the characteristics of students to discussions based on relevant literature with various aspects under study. The details are as Table 1 follows.

Table 1. Student Characteristics

No.	Student Characteristics		Frequency	Percentage
1	Gender	Women	115	68,04%
		Man	54	31,95%
2	Study Program	PGSD	112	66,27%
		Matematika	8	4,73%
		MPSDP	49	28,99%
3	Semester	I	15	8,87%
		III	76	44,97%
		V	59	34,91%
4	Location of residence during the covid 19 Pandemic	Pematangsiantar City	56	33,13%
		Simalungun Regency	86	50,88%
		Other City or regency	27	15,97%
5	Learning media when online learning	Zoom,Google Meet, dan Google Classroom, SPADA	54	31,95%
		Media Sosial (Whatsapp, instagram, facebook, etc.)	10	5,91%

Both of them	105	62,13%

1. **Factors influencing online learning satisfaction**

   There are 8 factors that affect online learning satisfaction, including the following:

   a. **Technology Accessibility**

   The first factor that influences online learning satisfaction is accessibility. Based on the results of the study, it can be seen that the majority of students answered neutrally around 73 people (43.19%). Meanwhile, 53 people (31%) agreed, which means that students have access to technology via an internet connection during online learning. However, there are still around 43 people (26%) of students who do not have access to technology via an internet connection during online learning. This is in line with the results of previous research which states that access to technology plays an important role in online learning. According to (Dzalila et al., 2020) explaining that in the implementation of online learning, many problems were found that caused the enthusiasm for learning and the level of understanding of student learning to decrease.

   b. **Device Ownership**

   Related to the second factor, namely device ownership. Based on the results of the study, it is known that the majority of students (94%) have tools to do online learning. Even so, there are still 10 people (6%) who do not have the tools to do online learning. This is supported by several research results which state that tools or devices play a role in the learning process (Jurkovič, 2019).

   c. **Monitoring Ability**

   The ability to monitor learning progress online at any time is easily one of the factors that affect student satisfaction. Based on the results of the study, it can be seen that, the majority of students have the ability to easily monitor the progress of online learning at any time. Where as many as 134 people (80%) stated that they could not easily monitor the progress of online learning at any time. The remaining 35 people (20%) said they could easily monitor the progress of online learning at any time. Difficulties in monitoring the development of learning materials online can be caused by the difficulty of accessing learning materials online with the availability of internet connections owned by students. It can be seen in previous research by (Sadikin & Hamidah, 2020) explaining that weak supervision of students, weak signal strength in remote areas, and high quota fees are challenges in online learning.

   d. **Ease of Obtaining Materials**

   The fourth factor that also influences student satisfaction in online learning is the ease of obtaining learning materials easily. Based on the results from the research, it can be seen that the majority of students find it difficult to obtain learning materials online. Where as many as 130 people (77%) students answered that it was not easy to obtain learning materials. The remaining 39 people (23%) responded otherwise. This is not in line with the results of research which states that easy access to material provided by lecturers plays an important role in lectures (Restrepo et al., 2012)(Herliandry et al., 2020).

   e. **Ease of Studying Materials**

   The ease of learning the material is one factor that also influences student satisfaction in online learning. The results showed that the majority found it difficult to learn the learning materials provided online. From 169 students, as many as 130 people

(77%) answered that it was not easy to learn learning materials online. Only 39 people (23%) answered that they could easily learn materials by online learning.

f. **Interactivity**

Another success factor for online learning in terms of the quality of the education system is interactivity. Based on the results of the study, the majority felt it was easy and able to interact with lecturers. Students are able to ask questions and respond to the learning materials provided by the lecturer. However, there are 29 people (17%) still find it difficult to interact, where students are still difficult to ask and respond to the learning materials given by the lecturer. This is in line with the results of research which states that it increases the interaction between students and facilitators (Hamid Muhammad, 2020).

g. **Method Accuracy**

The right distance learning method can help the effectiveness of the online learning process. The effectiveness of online learning methods affects student satisfaction. The results of the study gave various responses. The majority of students answered that they did not agree, which means that the online learning method currently used is still not right. From a total of 169 students, only 79 people (46.74%) answered agree with the current selection of online learning methods. However, there were 30 people (17.75%) who answered disagree and the rest answered neutral about 60 people (35.50%). To be aware, currently at HKBP Nommensen Pematangsiantar University, especially several study programs used as informants, have used various media in online learning including online meeting applications (Zoom, Google Meet, Google Classroom) and social media (Whatsapp). The right online learning method too affect the quality of the system and the quality of information and service quality received by students. In addition, the right method can also affect students' attitudes in living it (Administrasi et al., 2013). Based on the informants' answers, currently the method used in online learning is not appropriate.

h. **Independent Learning**

Student satisfaction in carrying out distance learning is also influenced by the ability of students to study independently. Based on the results of the study, it is known that there are as many as 76 people (45%) students feel that online learning currently does not make them able to study independently. Theoretically, learning independence is a determining factor for the success of online learning. However, only some students who have had the independence of learning have not been fully felt by all students. Only 45% answered agree on the impact of online learning on independent learning. This may be because students in some of these study programs are not familiar with the current online learning methods. The occurrence of Covid-19 forced students to undergo online learning with independence which is not yet fully available to each student. The face-to-face learning process that has been carried out so far has not had an impact on student independence in learning, at least there are still students who feel more independent in learning after undergoing online learning. This is in line with the results of the study which stated that the results showed that the application of online learning had a positive impact on student learning independence in the Geometry course during online learning. It is advisable for further research to examine the impact of the application of online learning on students' mathematical resilience during online learning (Kusuma, 2020)(Firman & Rahayu, 2020).

2. Satisfaction with Online Learning

Overall, related to student satisfaction in distance learning as a result of the Covid-19 pandemic, it is distinguished on two sides. The technology side and the lecturer side. Based on the results of the study, it can be seen that the majority are dissatisfied with distance learning at this time. The impact of Covid-19 turned out to be dissatisfied with students in receiving learning materials. This may happen for various reasons. The main reason is because so far students have received face-to-face learning, so there may be unpreparedness in using various methods (Yilmaz, 2017). It is evident from the results of the study that only 30 people (18%) are satisfied with online learning that is currently taking place. This is in line with the results of research which states that online lectures increase understanding of theory and skills (Carolina et al., 2020).

3. Level of Satisfaction with Lecturer's Ability

Overall, the informants considered it unsatisfactory where the majority of students considered that lecturers had not been able to deliver material in online learning at this time. A total of 78 people (46%) answered dissatisfied and 32 people (19%) expressed satisfaction with the ability of lecturers in delivering material during online learning. Dissatisfaction from the lecturer's side is felt by students in online learning today. Intellectual ability, individual learning and internal ability of locus of control should be present in every lecturer (Rachman, 2012). The ability of lecturers to be actively involved and provide additional knowledge online has an effect on improving the quality of learning (Karwati, 2014). In addition, the attitude of lecturers when learning online has an effect on student satisfaction (Cidral et al., 2018) . Confidence in using technology for new learning also affects the quality of lecturers (Tîrziu & Vrabie, 2015). The delivery of material face-to-face is certainly different from the delivery of material through online learning which has an impact on many things, including the world of education, namely universities. HKBP Nommensen Pematangsiantar University as one of the higher education institutions in Indonesia is required to follow changes in learning methods as a result of the Covid-19 pandemic. The location of the campus which is in the city of Pematangsiantar with diverse student origins and is far from urban areas, which is a challenge for the institution. Although the majority of students (94%) already have devices to undergo online learning, on the other hand, students feel that the current online learning method is not appropriate because students feel they cannot easily monitor the progress of online learning, cannot obtain learning materials. easily also cannot learn the material easily. Based on the results of the research, it is known that overall both from the technology side and the lecturer side, students feel dissatisfied. Students are dissatisfied with the online learning method that they are currently living and also dissatisfied with the lecturer's ability to deliver material in online learning. Based on the results of these studies, universities need to review the current online learning methods. In addition, it is also necessary to strengthen the digital literacy skills of both students and lecturers.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the study, it is known that the majority of students at UHKBPNP have devices to support online learning, it can be seen from the percentage of device ownership of 94%. However, there are still some dissatisfactions faced by students when online learning is carried out such as: students feel they cannot easily monitor the progress of online learning, cannot obtain learning materials easily nor can they learn material easily. Overall, both from the

technology side and the lecturer side, students are not satisfied with the online learning method they are currently living and also dissatisfied with the lecturer's ability to deliver material in online learning. From this research, the researcher also gives some suggestions, including: lecturers can make interactive media to support online learning so that students can understand the material well explained.

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