Student Attitudes and Satisfaction with Online Learning During the COVID-19 Pandemic: A Perspective from Indonesia

Yos Wandik[1], Tery Wanena[2], Evi Sinaga[3], Miftah Fariz Prima Putra[4]

[1,2,3,4]Faculty of Sports Science, Cenderawasih University, Jayapura, Papua, Indonesia

ABSTRACT: The purpose of this study was to describe student attitudes and satisfaction with online learning during the COVID-19 pandemic in Indonesia. A total of 380 students were involved in this study with details of 223 male students (58.68%), and 157 female students (41.32%). The average age of the respondents was 19.99 years with a Standard Deviation (SD) = 3.02. There were two instruments used in this study, namely Students' attitudes toward schooling during the COVID-19 pandemic, which totalled four statement items, and the General Satisfaction Scale (GSS), which totalled 6 statement items using a Likert scale ranging from strongly disagree to strongly agree. The results of the study show that (1) students have a relatively positive attitude towards online lectures during the COVID-19 pandemic. There was 57.37% of students agreed with online lectures with the highest reason being that it was time to use online lectures, especially during a crisis like this, (2) the level of student satisfaction was relatively high in online lectures, namely with an average score of 14, 69 with a standard deviation of 4.02.

KEYWORDS: student attitude; student satisfaction; online learning; the COVID-19 pandemic

I. INTRODUCTION

The COVID-19 pandemic has changed all aspects of life (Wandik et al., 2021), from economic aspects (Nicola et al., 2020), environment (Chakraborty & Maity, 2020), mental health (Torales et al., 2020), including education aspects (Hoofman & Secord, 2020). In education, COVID-19 has drastically changed the learning method which initially tended to be carried out offline to change to online learning (online learning). In that context, according to Hoofman & Secord (2020), changes in the world of education due to the COVID-19 pandemic are considered detrimental to students. In Indonesia, research related to online learning raises numerous problems. Studies conducted by Prawanti & Sumarni (2020) and Utami (2020) related to online learning at the elementary school level showed that there were numerous problems and obstacles in practice, namely those originating from students, parents, to teachers. Similarly, results were found at the junior high school level, namely that there were many obstacles in online learning practices so they were seen as less effective if they were permanent (Asrul & Hardianto, 2020; Rahayu & Wirza, 2020). Studies in senior high schools also show the same result, teachers and students encounter many obstacles during the online learning process (Wahyuningsih, 2021; Fadilah & Mahyuny, 2018). Then what about online learning at the college level?

The results of research related to online learning in Indonesia at the tertiary level show that online learning has a positive impact and about 86.3% support the implementation of online learning and 77% of students express satisfaction in carrying out online learning. (Saifuddin, 2018). Similarly, Ulinuha & Novitaningtyas (2021) reported that students feel quite satisfied with online learning. On contrary, Cahyawati & Gunarto (2020) found that only 15% of students agree with online learning. The same result was also reported by Napitupulu (2020) that students are dissatisfied with online learning. The existence of contradictory research results above is a problem.

The next problem related to the implementation of online learning is related to conceptual and theoretical foundations. Concepts such as blended learning (Garrison & Vaughan, 2008), hybrid learning (Ranganathan et al., 2007), e-learning (Clark & Mayer, 2008), digital learning, technology-based learning, distance learning (Langford & Damsa, 2020), in the perspective of learning technology, does not suggest 100% online learning. However, there is a weighting between offline learning or face-to-face learning and online learning. However, considering health and safety factors, the policy of implementing 100% online learning has to be carried out as long as the learning process can be carried out (see the 2020 Minister of Education and Culture circular on preventing the spread of COVID-19 at the Ministry of Education and Culture of the Republic of Indonesia).

With this policy, online learning has become massively implemented at all levels of educational units. Therefore, this

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raises questions related to online learning practices. One of the basic questions is "what is the attitude of students in online learning?" and "Are students satisfied with the online learning method?" This question is important to ask because there is empirical evidence that student attitudes and satisfaction with learning influence learning outcomes (Aswar, 2017; Septyarini & Cahya, 2021; Prasetya & Harjanto, 2020).

In simple terms, attitude can be understood as a tendency to act, perceive, think, and feel in the face of objects, ideas, situations, or values (Sari et al., 2021). A person's attitude towards an object always acts as an intermediary between his response and the object in question (Azwar, 2012). Azwar explained further that a person's response is divided into three, namely cognitive, affective, and conative responses. Concerning attitudes in learning, a positive attitude needs to be raised because several studies state that attitudes are closely related to learning outcomes (Aswar, 2017). A positive learning attitude can be developed by students and lecturers as educators must find ways for students' positive attitudes to appear in online lectures. One alternative for increasing positive attitudes in online learning is, (1) growing the need to get appreciation, appreciate the beauty, and so on; (2) connecting with experience; (3) providing the opportunity to obtain the best results; (4) using various teaching methods such as discussions, demonstrations, reading, group work and so on (Arif et al., 2022).

Several researchers have measured the level of student satisfaction with online learning so that students' responses to online learning have been known. According to Prasetya & Harjanto (2020), one of the benchmarks for the quality of online learning is student satisfaction. Student satisfaction can be used as evaluation material to improve the quality in online learning (Ulinuha & Novitaningtyas, 2021). Therefore, student satisfaction is seen as an important factor in online learning (Andilala & Marhalim, 2019).

According to a well-known figure in world marketing, Kotler & Amstrong (2012), Satisfaction is a person's perception based on the results between expectations and what is obtained. In the context of satisfaction in higher education, student satisfaction is a comparison between the level of expectation and what is obtained in educational services (Darmawan, 2015). Similarly, Wibisono (2012) states that satisfaction is the gap between expectations and the results obtained (performance). When expectations are following what is obtained, there will be a perception of satisfaction or pleasure in that person. There are three dimensions in the aspect of satisfaction, namely as expected, getting what is wanted, and overall satisfaction (Darmadi, 2000).

Even though attitude and satisfaction factors are seen as important dimensions, limited studies have been carried out comprehensively in this area. For this reason, this study aims to describe the attitudes and satisfaction of students in online learning during the COVID-19 pandemic in Indonesia.

II. METHOD

A total of 380 students were involved in this study with details of 223 male students (58.68%), and 157 female students (41.32%). The average age of the respondents was 19.99 years with SD = 3.02. There are two instruments used in this study, namely, students' attitudes toward schooling during the COVID-19 pandemic (Baloran, 2020) which totaled four statement items. Second, the General Satisfaction Scale (GSS; Strachota, 2003; 2006) which amounted to 6 item statements using a Likert scale ranging from strongly disagree, disagree, agree, and strongly agree. The instrument has been adapted to the language and tested in the Indonesian context by Putra (2022). The Indonesian version of the GSS correlation coefficient is 0.582-0.625, while the factor loading value is 0.55-0.88. For the Indonesian version of GSS reliability per item has a range of 0.603-0.844 while the overall reliability value is 0.706. This research was conducted online, namely the research instrument was entered in the Google form, and on the first-page information was given regarding the research objectives and the existence of informed consent. If the research respondents agree to take part in this research, the respondents can click "Yes" which means they are willing to participate in this study. Research links are distributed on social media such as Facebook and to the WhatsApp group of lecturers to be forwarded and filled in by students. Data analysis was carried out descriptively, such as the average value, standard deviation, and percentage.

III. RESEARCH RESULTS AND DISCUSSION

The purpose of this study was to describe student attitudes and satisfaction with online lectures during the COVID-19 pandemic. Therefore, the results and discussion of the research will be divided into two parts, namely results related to student attitudes towards online learning and then followed by student satisfaction with online lectures

Attitudes of Students toward Online Learning

There are four questions asked related to student attitudes toward online learning. Here are the questions and the results.

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Do you agree with the suspension of lecture activities during the COVID-19 pandemic?

As many as 206 (54.21%) students answered they did not agree, while 107 (28.16%) students agreed, and 67 (17.63%) answered they did not know. If analysed based on the origin of the department, 136 (53.54%) students from the sports department answered that they did not agree with the termination of lecture activities, while 78 (30.71%) students agreed, and 40 (15.75%) answered they did not know. For students from non-sports departments, 70 (56.91%) answered they did not agree, while 29 (23.02%) agreed, and 27 (21.43%) did not know. Student attitudes toward these questions are summarized in Table 1 below.

Table 1. Comparison of lecture termination agreements based on the origin of the study program

Alternative answers	Sports department	Percentage (%)	Non-sports department	Percentage (%)	Total	Percentage (%)
Agree	78	30.71	29	23.02	107	28.16
Do not know	40	15.75	27	21.43	67	17.63
Disagree	136	53.54	70	55.56	206	54.21
Total	254	100	126	100	380	100

Do you agree with the implementation of online lectures during social quarantine?

The attitude of students towards these questions is presented in Table 2. A total of 218 (57.37%) students answered that they agreed, while 90 (23.68%) students said they did not agree, and 72 (18.95%) answered that they did not know. If analyzed based on the origin of the study program, 142 (55.91%) students from the sports department answered that they agreed with online lectures, while 63 (24.80%) students said they did not agree, and 49 (19.29) answered that they did not know. For students from non-sports departments, 76 (60.23%) answered that they agreed, while 27 (21.43%) said they did not agree, and 23 (18.25%) did not know. The results of this study are in line with studies conducted by Saifuddin (2018) which show as much as 86.3% support the implementation of online learning.

Table 2. Comparison of approvals for implementing online lectures based on the origin of the department

Alternative answers	Sports study department	Percentage (%)	Non-sports department	Percentage (%)	Total	Percentage (%)
Agree	142	55.91	76	60.32	218	57.37
Do not know	49	19.29	23	18.25	72	18.95
Disagree	63	24.80	27	21.43	90	23.68
Total	254	100	126	100	380	100

Regarding the reasons for agreeing to online lectures, there are six alternative answers given: (a) I want to finish my studies, (b) I don't want to drop out of college, (c) I am bored at home and miss academic assignments, (d) Studying online (including through online modules) is more comfortable and practical than studying offline, (e) It is time to use online lectures, especially during a crisis like this, (f) Studying at home will be safer than studying on campus. Table 3 is the results related to the reasons for agreeing to online lectures:

Table 3. Reasons for agreeing to online lectures:

Letter	Total	Percentage
A	103	27.69
B	34	9.14
C	13	3.49
D	47	12.63
E	112	30.11
F	63	16.94
Total	372	100

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Table 3 shows that 30.11% stated: "It is time to use online lectures, especially during a crisis like this." 27.69% stated: "I want to finish my college." 16.94% stated: "Studying at home will be safer than studying on campus." 12.63% stated: "Studying online (including through online modules) is more convenient and practical than studying offline." 9.14% stated: "I don't want to drop out of college." And 3.49% stated: "I'm bored at home and miss academic work."

In addition, this study also reveals students who disagree with online lectures (table 4). There are eight alternative answers available, namely (a) I don't have an internet data plan, (b) I don't have a computer/laptop/smartphone, (c) I'm worried about online lecture assignments, (d) I still prefer studying on campus, (e) In my opinion, online lectures are boring, (f) I can't study well in online lectures, (g) I can't communicate directly with my lecturers and classmates, (h) I don't have money for lectures online, let alone collect their assignments. The following are the results of reasons for disagreement in online lectures:

Table 4. Reasons for disagreeing with online lectures:

Letter	Total	Percentage
A	28	12.28
B	8	3.51
C	23	10.09
D	49	21.49
E	35	15.35
F	46	20.18
G	36	15.79
H	3	1.32
Total	228	100

As many as 21.49% stated: "I still prefer to study on campus." 20.18% stated: "I can't study well in online lectures." 15.79% stated: "I cannot communicate directly with my lecturers and classmates." 15.35% stated: "In my opinion, online lectures are boring." 12.28% stated: "I don't have an internet data plan." 10.09% stated: "I am worried about online lecture assignments." 3.51% stated: "I don't have a computer/laptop/smartphone." and only 1.32% stated: "I don't have money for online lectures, let alone submitting assignments."

Student Happiness in Online Lectures

The research results related to the level of student happiness in online lectures during the COVID-19 pandemic are presented in table 5.

Table 5. Results of student happiness levels in online lectures

Mean	Standard Deviation	Minimum	Maximum	N
14.69	4.024	6	24	383

Based on Table 5 above it appears that student happiness in taking online lectures is relatively at a moderate level. This is following previous findings which show that students feel quite satisfied with online learning (Ulinuha & Novitaningtyas, 2021). In line with that, other researchers found that as many as 77% of students expressed satisfaction with online learning (Saifuddin, 2018). Based on these results, it appears that the findings of this study conflict with studies conducted by Cahyawati & Gunarto (2020) and Napitupulu (2020) which shows that students are dissatisfied with online lectures.

These results reinforce previous results which show that students in Indonesia have a relatively positive attitude towards online lectures. The positive attitude of students towards online lectures during the COVID-19 pandemic, which we value, contributes to the level of student satisfaction with lectures. In addition, mastery of technology is also believed to affect the level of student satisfaction with online learning (Septyarini & Cahya, 2021). A study conducted by Prasetya & Harjanto (2020) found that the quality of online learning influences student satisfaction and learning outcomes. That means, the factors that influence student satisfaction with online lectures are not single-track but multi-factor.

Even though this study found that students were relatively positive and satisfied with online lectures, we also found empirical evidence to contradict the results of this study. Utami (2021) found that in online lectures students tend to be

dissatisfied and students are more enthusiastic about face-to-face lectures (offline) because online lectures are relatively wasteful of packet data (pulse). In line with that, Cahyawati & Gunarto (2020) revealed that only 15% of students agreed with online learning. Similarly, Napitupulu (2020) found that students were dissatisfied with online learning.

Limitations and directions for future research

We have tried to reveal the attitudes and satisfaction of students in online courses in-depth, but we realize that this study has limitations. First, the satisfaction variable revealed in this study is limited to online lectures, while the life satisfaction variable in general is not investigated. We see that the life satisfaction variable will be a variable that helps explain the results of this study regarding satisfaction with online learning. As is known, the existence of COVID-19 has made people feel depressed or stressed because life has changed drastically (Mukhtar, 2020). Therefore, we consider it important to reveal aspects of general life satisfaction among respondents during the COVID-19 pandemic issue. Second, the analysis in this study is limited to descriptive analysis and is not followed by correlational or comparative analysis. Thus, information from the data obtained is limited to descriptive aspects. For these two limitations, we provide guidelines for future research to (1) use or add other relevant variables, for example, life satisfaction, involvement in lectures, and student learning outcomes so that research results become more comprehensive, and (2) the analysis should use various analysis techniques such as correlation, t-test, analysis of variance, and regression so that the data obtained is analysed more deeply.

IV. CONCLUSIONS

The conclusions resulting from this research are (1) students have a relatively positive attitude toward online lectures during the COVID-19 pandemic. As many as 57.37% of students agreed with online lectures with the highest reason being that it was time to use online lectures, especially during a crisis like this, (2) the level of student satisfaction was relatively high in online lectures, namely with an average score of 14, 69 with a standard deviation of 4.02. In a crisis condition caused by the spread of the virus and to maintain the health and safety of students, we consider online lectures to be a solution, even though we see problems in implementing them in practice, namely students often complain about wasting internet packages.

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