

Analysis of Satisfaction of Physiotherapy Student Towards Online Learning System

Suci Wahyu Ismiyasa^{1*}, Heri Wibisono¹

¹*Health faculty, Universitas Pembangunan Nasional Veteran Jakarta, Indonesia*
Corresponding author. Email: suciwahyuismiyasa@upnvj.ac.id

ABSTRACT

Introduction: The Corona virus COVID-19 is affecting 213 countries to make people do social distancing. We protect one another as we move through these phases. As college students and lecturers decide whether to head back to class and as universities weigh how and whether to reopen, the coronavirus is already on campus. The online learning system makes a student aim to study and keep it going. This study aims to analyze students' satisfaction in virtual learning particularly on physiotherapy students. **Method:** This research used a cross-sectional descriptive study. The aim was to conduct the questionnaire to physiotherapy students. So these participants were active study students in physiotherapy diploma UPNVJ consisting of 113 students. Participants were given to fill this questionnaire from google form and 55 students responded. The instrument was a questionnaire. The questionnaire had tested the validity and reliability test. **Result:** The data would use descriptive analysis consisting of mean, median, and mode. This instrument had 5 points values. The average score showed 3.42 points. Same as median and mode, the score showed 3.6 points. This score meant that there was less satisfaction. The participants state that they feel less satisfied with the online learning system. **Conclusion:** The online system learning cannot be suitable for physiotherapy students and they appear less satisfied with distant learning.

Keywords: *activities, feedback, resources, study, university*

1. INTRODUCTION

Since 15th March 2020, various universities have done study from home including Universitas Pembangunan Nasional Veteran Jakarta. Because of coronavirus, we must practice social distancing. As college students and lecturers decide whether to head back to class and as universities weigh how and whether to reopen, the coronavirus is already on campus [1]. Ready or not, all of the universities must prepare for the way of doing distance learning.

This study aims to analyze students' satisfaction in virtual learning particularly on physiotherapy students. In the case of a face-to-face lecture, where the instructors need physiotherapy students' attention to practice of taking physiotherapy agents and the practice of handling the patient. Unlike in face-to-face settings in which these tools support real-time interactions, often online, the interactions transition to asynchronous, which can support a higher capacity of students.

In UPNVJ its implementation of distant learning guidelines consists of resources, activities, and feedback (RAF). Resources are learning resources or learning material providers to download in university platform E4.0 consist of

module, PowerPoint presentation, link teaching material, video, article journal, and so on. Activities are interaction activities between lecturers and students that are structured in the form of a discussion forum, conference video, and other interactive activities. Feedback is feedback delivered from lecture to students in the form of quiz, assignment, chat, input, comment, or other responsible individuals to get value in learning [2].

Much of the literature concerns how the online system supports students' understanding. Bassili [3], shows that motivational and cognitive orientation are the options to listen or view lectures online. This research recommends that attitudes and choices relating to watching lectures by streaming video are affected by basic things of their motivational and learning strategy.

The model of online learning built by W Mckenzie et al. [4] offer the students who completed the online formative assessments had significantly greater scores on summative assessment tasks. Turn in to evaluation involve diagnostic, formative, and summative online quizzes. Applying hierarchical multiple regression to consider the variance combined with preceding accomplishment and background experience.

The literature on D. Shen [5] has highlighted several keys elements of successful

virtual education is self-efficacy. They determined five areas of online learning self-efficacy: (1) self-efficacy to create an online program. (2) self-efficacy to interact socially with classmates. (3) self-efficacy to control devices in a Course Management System (CMS). (4) self-efficacy to communicate with instructors in an online course. (5) self-efficacy to interact with classmates for academic goals.

2. METHOD

This research used quantitative with a cross-sectional descriptive study. The aim was to conduct the questionnaire to physiotherapy students. So these participants were active study students in

physiotherapy diploma UPNVJ consisting of 113 students. Participants were given to fill this questionnaire from google form and 55 students responded. 55 participants' results were included in the analysis.

The instrument was a questioner. The questionnaire consists of 10 questions. The instrument was developed by the researcher. The questioner had tested the validity and reliability of the test. This instrument had 5 score values. This score comprised 1=very not satisfaction, 2=Not satisfaction, 3=less satisfaction, 4=satisfaction, and 5=very satisfaction.

Table 1. Content of the questionnaire

No	Item Questionnaire	Score Value				
		1	2	3	4	5
1	I feel satisfaction with online learning system					
2	I feel satisfied because subject matter I can understand					
3	I feel satisfied with distant learning I feel more active for looking knowledge and develop					
4	I feel satisfied because all of the lectures able to understand online activities					
5	I feel satisfied because the assignments can I do					
6	I feel satisfied because my internet can complete distant learning needs.					
7	I feel satisfied because distant learning I don't worry go to campus it makes me stress					
8	I feel satisfied because distant learning I must be staying at home i feel less stress and more focus on my study					
9	I feel satisfied because distant learning my life is more balanced, I can exercise regularly, eat nutritiously, and sleep well					
10	I feel satisfied because of distance learning. I don't need to go to campus. I can save my money from travel, snacks, and so on.					

3. RESULT

The sum of data was 55. This instrument was examined with a validity and reliability test. All scores from the item questionnaire showed sig $p < \alpha$

(0.05) mean that this questionnaire was valid. The score of reliability from Cronbach's alpha was 0,778. The minimum score of reliability was 0,6 means that this questionnaire was reliable. The data would use descriptive analysis consisting of mean, median, and mode. [6] [7]

Table 2. Descriptive Analysis Statistic

Item	Mean	Median	Mode
1	3.35	4	4
2	3.13	3	3
3	3.45	4	4
4	3.51	4	4
5	3.55	4	4
6	3.33	3	3
7	3.29	3	3
8	3.09	3	3
9	3.69	4	4
10	3.78	4	4
Mean	3.42	3.6	3.6

Based on the table above, the mean of a questionnaire was 3.42 points. This score meant that there was less satisfaction. The participants state that

they feel less satisfied with the online learning system. Same as median and mode, the score showed 3.6 points. This score meant that less satisfaction but prone to satisfaction. The

participants state that they feel less satisfied with the online learning system.

4. DISCUSSION

The result noted that participants feel more unimportant satisfaction with online system learning. The item of the questionnaire explained how somebody learns long distant. For physiotherapy students, the virtual learning looks difficult. They must be the practice of taking physiotherapy agents and the practice of handling the patient. This skill could not be done with the online learning system. So they must go to campus to improve their handling.

Olsen JK et al [8] shows that differentiation between face-to-face and online learning were never primarily involving condition and not owing to the learning environment. They claim active learning activities can be integrated into an online learning environment to support more interaction between students and instructors during the lecture. [9] Online education requires more time for the faculty because the instructors have to reply to the e-mails of their students. The instructional study increases student knowledge and effects in cost-efficiencies.

Alam [10] observed that some teaching methodologies that can improve attendance inside and outside of the classroom environment consist of quality, passion, challenging and course load. These methodologies create in class lectures more engaging and accessible to students, bring real-life experiences to the class, transfer the thoughts and feelings of the instructor.

A considerable amount of literature has been published on Paechter, M., and Maier, B.[11] These studies discuss conceptual education in subject matter or skill prefer on the face-to-face lectures. Skill in self-regulated knowledge recommended in online learning.

A limitation of our work is that all our data comes from a single majority and from only one years. The students are different and the instructor may change how they conduct the class leading to different student behaviors. However, this research illustrates how physiotherapy students less satisfaction in virtual learning.

5. CONCLUSION

After we finished this research, we get the conclusion: (1) The online system learning cannot be suitable for physiotherapy students.(2) They appear less satisfied with distant learning.(3) Face to face learning appropriate in the ability of physiotherapy students skill (4) Blended learning is highly recommended for a good experience. (5) Virtual education accompanies real-life expertise to the class, assign the ideas and perceptions of the lecturer.

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