

Online Lectures Student Satisfaction During the Covid 19 Pandemic

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ABSTRACT

The Covid-19 pandemic has caused an instantaneous change in human behaviours, including those related to learning communication. Face-to-face lectures are replaced with online lectures using all available platforms. This change raises the question of whether online lectures can meet the needs of students, and generate satisfaction. Data was collected using a survey method which was distributed online. Data analysis includes descriptive statistics that are used to determine the level of student satisfaction with the implementation of online lectures. The results showed that in general, student satisfaction with the implementation of online lectures was high. However, satisfaction is low on the student motivation component.

Keywords: *online learning satisfaction, learning communication, lectures in covid 19 pandemic*

1. INTRODUCTION

Under normal conditions, lectures at universities run in face-to-face interaction. With this method, lecturers, students, and learning devices are almost guaranteed to be in the same room, interacting with each other to achieve learning objectives. even though they are not in the same location, they still use the face-to-face interaction method

However, the normal conditions have changed. The COVID-19 pandemic has changed human life. The spread of this virus which is so massive and fast has caused inevitable deaths. The government sets a policy to implement social distancing. In connection with this, all activities that have the potential to ignore social distancing will be eliminated. This includes the face-to-face lecture process, converted into an online meeting.

It is undeniable that face-to-face lectures are still the best method to achieve the ideal quality of learning. The presence of lecturers, involving the use of richer verbal and nonverbal symbols compared to non-face-to-face methods, can improve understanding and learning experiences. [1] Face-to-face also allows for wider interaction between students by increasing collaboration between them and vice versa. [2]

The beginning of the application of online lectures was carried out in the middle of the current semester, namely 6 meetings were held face-to-face, but the next 9 meetings were held online. In these conditions, students

are faced with the implementation of lectures with two different methods. In the face-to-face method, all interaction channels are open. Not only in terms of material which in this case is manifested in verbal symbols, but also how the material is conveyed through nonverbal symbols, such as voice intonation, facial expressions, gestures, eye gaze, and so on. However, in non-face-to-face/online methods, the channel cannot be used as freely as face-to-face.

This study aims to determine student satisfaction with the use of online methods in college. Due to the conditions, the online methods used also vary. This online can be via teleconference – which has various platforms, both from systems owned by Unesa, and third parties; the Unesa Learning Management System which tries to virtually switch the class system with its many features; use of Facebook; Instagram; WhatsApp Groups and so on. And of course, each platform used provides a different experience and also results in different satisfaction with the lecture process.

This satisfaction is important because it will have an impact on student learning motivation. Every act of learning has expectations for implementation. If expectations are not in accordance with the experience gained, it will reduce learning motivation. And this condition will result in a decrease in mastery of the material and the creation of skills to be achieved in the learning process.

One of the advantages of online learning is the flexibility in use. Users can get a wider range of learning materials, more and from unlimited sources, and have flexibility in terms of time and distance. There are no time restrictions and geographical constraints that get in the way. Limitations come from the user because it is entirely the user who determines how much and how much of the material he wants to get.

Uses and Gratifications Theory (UGT) is a theory that is based on an audience-centered approach. The use of media – especially mass media – as an effort to meet the needs of the audience. If the media can meet their needs, then the media is considered to provide satisfaction. The audience will decide what to do with the media, not the other way around. The audience will stop using media that does not meet their needs and will look for other media. So that full control is in the hands of the audience. Although the theory that was first introduced by Katz, Blumler, and Gurevitch [3] is about conventional mass media, along with the development of digital technology with the increasing wealth of online media, the main assumption of the theory which states that the audience is active to consume media is increasingly being fulfilled.

Several studies have been conducted regarding the use of online technology and the UGT approach. Research that seeks to analyse how online and offline media in learning states that online learning can meet user satisfaction in terms of information retrieval, connectivity, and material management, while offline media can meet satisfaction in terms of social presence and matters related to social context.[4], [5] Other studies support the findings that have been carried out in the ER in terms of the type of satisfaction obtained, such as the fulfilment of cognitive, affective, personal integrative, and social integrative needs[6]. Research that specifically focuses on the use of e-cloud learning in universities concludes that this method can be satisfactory for students [7].

This study seeks to reveal the satisfaction of using online media during the covid-19 pandemic. The situation that makes it impossible to conduct face-to-face lectures causes the implementation of lectures to be forced to use the online method in the middle of the lecture period. Satisfaction occurs when student needs related to lecture activities can be met. The condition of this lecture is the basis for the assumptions of this research.

2. METHODS

This research uses quantitative methods to describe student satisfaction in online learning. The data was obtained through an online survey that was distributed to students in November 2020. The questionnaire consisted of some closed and open questions. The questionnaire is intended for students who experience online and offline

lectures in the same semester. Descriptive analysis was conducted for closed questions and open questions were analyzed qualitatively to deepen the study.

3. RESULTS AND DISCUSSION

The survey produced data from 98 respondents who filled in completely. The average respondent comes from students who are still carrying out full lectures, namely those who are in the first, second, and third years. However, it is reduced for those who are in advanced semesters and have a little program for lectures.

There are seven components of lectures that are the focus of research. The data obtained is to determine the satisfaction obtained with the purpose of these components. The seven components are media, cost, motivation, time, interaction, methods, and learning materials.

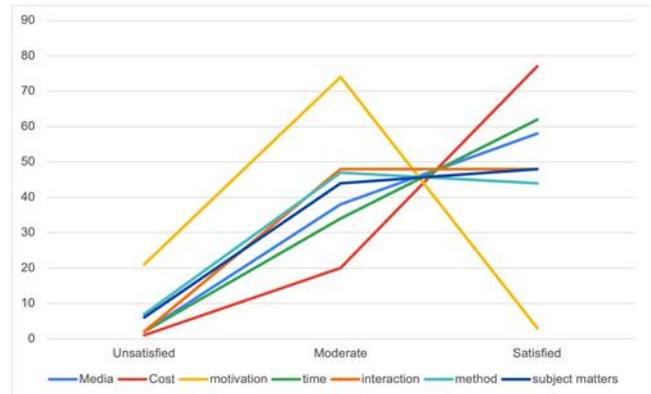


Figure 1. Students Online Lecture Satisfaction

Figure 1 provides an overview of student satisfaction with online learning. There are three levels of satisfaction. The left end of the line indicates unsatisfied and moves to moderate and satisfied. The curved line to the right shows an increase in the frequency of satisfaction obtained. The higher the level, the higher the frequency of the level of satisfaction obtained.

Cost in this case is the component that has the highest satisfaction. This is indicated by the movement from the starting point from the left (not satisfied) which is getting higher at the point of satisfaction. There are 79% of students answered satisfied; 20% are moderate and only 1% are dissatisfied. The issue of cost became a problem for students in the first three months of the COVID-19 pandemic. Students were forced to pay more to buy internet quota so that they could be used for online lectures [8]. The provision of assistance for monthly internet quota fees and cutting the cost of Single Tuition (UKT) per semester during the pandemic provides flexibility in terms of costs. Most of the students stated that the internet quota fee assistance policy was satisfactory for students, and only 1% of respondents stated that they were not satisfied. Although there are still

quite a lot of signal network problems and technology compatibility faced by students during online lectures.

Two components that have a high tendency to satisfaction are media and time. Students expressed satisfaction with the media used (59%); while 39% stated moderate, and the rest (2%) said they were not satisfied. Media related to online lecture platforms, such as Zoom, Google Meet, LMS, Classroom, YouTube, podcasts, and social media such as WhatsApp and Instagram. The preferred platform is synchronous media. Face-to-face lectures online are easier to understand than the use of providing material in the form of texts or articles. YouTube and podcasts are also unsatisfactory for them because they are considered wasteful of internet quota and require more capable gadgets. Although it is recognized that such asynchronous media can be studied at a later time.

But on the other hand, students also like asynchronous learning, such as learning materials in PowerPoint format, videos developed by the lecturers themselves, podcasts, and materials in text form. With media that can be stored, learning can be repeated at different times. Learning material that is difficult to understand can be studied again. Especially material in the form of practice, video format with learning stages is preferred [9].

Related to the media is the time it takes to learn. student satisfaction with the time used to understand the material. In terms of time consumed, 63% said they were satisfied; 35% were moderate and the rest (2%) dissatisfied. The synchronous method is preferred because it provides an instant learning experience, and does not require a long learning time. But if the material being studied takes longer, students prefer the asynchronous method. Especially, material that can be studied at different times. The results of the analysis show that the material with the easier learning objectives is synchronous. But not so with material that takes longer to understand, or material to improve skills, students prefer material that can be studied again, and with asynchronous [9].

Interaction, method, and subject matter are components of learning that have a sloping tendency. This indicates a balance between moderate and high satisfaction options. The two components get almost the same proportion, in the range of 45-49%, they are satisfied and moderate; while 2-7% said they were not satisfied. From the survey results, it is known that students prefer face-to-face online learning because they can interact directly with lecturers and among students. The process of direct interaction in the form of discussion is considered easier to absorb the material.

The findings of this study are in line with several research results that have been conducted on online learning interactions. Interaction becomes an important

factor that affects satisfaction. Especially interactions between lecturers and students, as well as interactions between students. The interaction will increase involvement in the learning process. And this involvement will increase satisfaction[10].

Method related to the creativity of lecturers in delivering learning materials. This is related to the strategy implemented to achieve the learning objectives. Utilization of video, audio, finding materials and self-study, online group discussions, and other assignments. In terms of the selection of methods, it has varied, not only with lectures. Face-to-face lectures are the most satisfying because there is the direct interaction between lecturers and students. The existence of a direct discussion process can further improve understanding. And the next is the provision of videos, either obtained from YouTube or made by the lecturer himself. However, some prefer text or PowerPoint material, this is because it is less burdensome in terms of internet quota usage when compared to a video. And also, there are problems related to technological capabilities. The diversity of technical specifications used in online learning will have an impact on different learning experiences and quality [2].

Discussion is also a satisfying method because it can make students think critically and understand problems from various points of view. However, if the form is in the form of an assignment, it tends to be done only to abort the task obligations. Not trying too hard to make the most of it. Students are not serious and not diligent in doing assignments as a form of scientific understanding.

The end goal is understanding the material. So every activity will be satisfying if it reaches the goal. Dissatisfaction arises if the material is not following the session plan, either in the form of material suitability or inappropriate timing. The uncertainty of the schedule becomes unsatisfactory. Also, dissatisfaction with the achievement of skills material if done online, because it requires training that cannot be done.

The highest dissatisfaction in terms of learning motivation. Figure 1 shows that motivation tends to be more in the left half of the diagram (21% unsatisfied and 76% moderate), where it indicates dissatisfaction. Students admit that online lectures require more motivation to learn from internal factors. If in offline lectures the factors of friends, lecturers, and materials make them motivated to get involved.

Motivation in online learning is self-directed e-learning, which is an impulse from within the individual to learn. The existence of self-directed e-learning (SDeL) that distinguishes one student from another. SDeL is related to student autonomous learning in accessing online learning materials at their own pace [11]. Autonomous learning is the ability of students to learn without depending on others. The more autonomous the

student, the stronger the motivation to learn. The data shows that their learning motivation tends to be low.

The findings of this research are in line with several research results that have been conducted on online learning interactions. Interaction becomes an important factor that affects satisfaction [1], [12]. Especially interactions between lecturers and students, as well as interactions between students. This research did not look at the interaction of students with learning materials. The interaction will increase involvement in the learning process. And this involvement will increase satisfaction.

If you don't have strong motivation, then your engagement will be low. Low engagement, they are only present online, without turning on the camera and giving no reaction, even if called upon to answer questions.

Figure 1 shows that there are three categories of satisfaction curves, namely rising, flat and sharp. The category is based on the movement pattern of the curve from unsatisfied to satisfied. The rising pattern is indicated by a continuous upward flow from unsatisfied to satisfied; on the flat pattern there is an increase in unsatisfied to moderate, and level up to satisfied; while the sharp pattern shows an increase in the moderate point, and low on both sides, namely unsatisfied and satisfied.

The rising pattern consists of media, cost and time. These three elements are related to the lecture delivery system platform. These platforms can be in the form of zoom, Unesa Learning management system (Vinesa), google classroom, Google meet, videos, podcasts, and others. The selection of a particular platform with the consideration that the selection of the media is appropriate with consideration of the time and cost required to learn. For simple learning purposes, the selected media can use text or sound. With the consideration that the media is cheaper in terms of cost and also does not take long to understand. However, for learning that is more advanced, even those that require increased skills, the media used also requires elements of audio-visual media. This media is of course more expensive in terms of access and takes longer to learn. So asynchronous is more precise.

The flat curve pattern consists of interactions, methods, and subject matters. The three components lie in the lecturer's strategy in delivering learning materials. This completely depends on the creativity of the lecturer in choosing the right material delivery strategy. The strategy can use direct learning, discussion, or other forms of assignment. The choice of this strategy is also determined by the subject matters to be conveyed. Cognitive, affective, and psychomotor learning have different methods. Likewise in terms of building interactions between lecturers and students, students, and students. In this case, the majority of student satisfaction is moderate-satisfied. Very few are unsatisfied.

4. CONCLUSION

Learning involves platform, interaction, and motivational components used in the process, including the role of humans involved in it, namely lecturers and students. This study shows that satisfaction with the implementation of online learning is generally quite high. On the other hand, online learning is not satisfactory in terms of student motivation. Students are increasingly unmotivated to learn. They think that offline learning gives them more enthusiasm to learn than online.

This research is still general, has not reached each component that has been studied in depth. The aim is to provide an overview of student satisfaction with online implementation so that it becomes a consideration for the implementation of online learning in the future. In the future, more in-depth research is needed regarding each component. Especially to be able to improve the quality of the process and learning outcomes.

The sharp pattern is indicated by the motivational factor. This is entirely from the students themselves. A very small percentage of students are satisfied with their motivation. Most of them are in the unsatisfied-moderate section.

In general, when it comes to online learning platforms, there is a high tendency for satisfaction, for the creativity of lecturers in formulating learning strategies is quite satisfactory, while the components that come from students tend to appear dissatisfied. In this case, efforts are needed from the use of platforms and increasing lecturers' creativity which aims to increase student motivation to be involved in learning.

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