Students' Satisfaction and Learning Motivation toward Online Learning during the Covid-19 Pandemic

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ABSTRACT

This study aimed to examine students' learning motivation and satisfaction in attending lectures during the Covid-19 pandemic. This descriptive correlational study involved 155 students majoring in Early Childhood Education Teacher Education (PG-PAUD) registered in 2019, who were selected through total sampling technique. Data in this study were obtained by distributing two types of questionnaires (learning satisfaction level questionnaire and learning motivation questionnaire) to all students. Before distributing the questionnaires, they were validated by product moment correlation; then, their reliability was tested through Alpha Cronbach. Then, the data were analyzed descriptively and were examined by simple regression. This study revealed that the level of student satisfaction in attending lectures during the Covid-19 pandemic was at the medium category (48.38%) and their learning motivation was also at medium category (55.48%). Therefore, this study concluded that students were dissatisfied with the learning process conducted by the lecturer during the Covid-19 pandemic. As a consequence, this low level of learning satisfaction decreased the students' motivation to attend the lecturers during the Covid-19 Pandemic.

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1. INTRODUCTION

Education is one of the areas of Indonesia in which Covid 19 has an effect. Numerous colleges increasingly offer online courses as a result of the pandemic. To stop the spread of the Covid 19 virus, the Ministry of Education and Culture in this instance has forbidden colleges from holding in-person lectures and recommends using online lectures instead (Sadikin & Hamidah, 2020). It is claimed that

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changing the in-person lectures to online lectures will allow teaching and learning to continue throughout the COVID 19 pandemic. This relates to technological advancements, specifically the advancement of information technology, which has a significant impact on changes throughout all facets of life (Handarini & Wulandari, 2020). In addition, the Indonesian government has issued a decree mandating the implementation of online instruction for all levels of education institutions during the odd semester of the 2020–2021 academic year, particularly at the higher education level. This decision was made jointly by four ministries by considering what has been mentioned by Bao (2020) and Braisilaia & Kvavadze (2020). They say that teachers and educators are the most significant actors in this transition from the implementation of learning in the classroom to the implementation of learning in this network since they are the learning process' administrators (Bao, 2020; Braisilaia & Kvavadze, 2020).

Unfortunately, in its practice, online learning is not functioning at its best. The fact that network technology has not been widely disseminated in Indonesia is one of the causes of this. Therefore, it will have an impact on students' satisfaction and motivation to participate in the process of their education. Comparing the actual performance (or outcome) of a product to what was anticipated, a person's feelings of happiness or dissatisfaction are referred to as satisfaction by Kotler and Keller (2012). The continuity of the educational system is strongly impacted by the evaluation of students' satisfaction, which is one component of the evaluation of the quality of educational services.

The degree of students' satisfaction becomes one of the criteria for the quality of e-learning, according to Prasetya & Harjanto (2020). They explain that students who are satisfied with the implementation of e-learning during their learning experience can reveal to what extent they enjoy the online learning process. Overall, high-quality learning will have a high level of satisfaction for its users (Prasetya & Harjanto, 2020). Several studies on how students perceive online learning found that online learning became less supportive in the teaching and learning process for many students. They wished that the lecturers could overcome this situation by setting up groups on social media so that they can interact and enhance the learning environment among classmates (Adijaya & Santoso, 2018).

The above explanation demonstrates that the implementation of online learning still faces many obstacles that are felt by students. The problems include inadequate internet facilities, learning processes that cannot be understood, learning materials that are less interesting and too many assignments. As a result, students become dissatisfied with the implementation of online learning, and they also become less motivated to participate in the learning process. Low learning motivation will certainly affect the results of the learning process; therefore, the problem of learning motivation needs special attention. Brophy (2010) explains that motivation is a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation provides impetus for purposeful action in the desired direction both physically and mentally, so activity becomes a very important part of motivation (Lee & Martin, 2017). Students who have learning motivation will be able to determine the goals of the learning process (Ormrod, 2008). The purpose of this study was to investigate the level of students' satisfaction and their learning motivation to attend online lecturers during the Covid-19 pandemic. It is expected that by knowing the students' motivation and learning satisfaction, the teachers are able to improve learning strategies so that students will participate better during the online lectures and other activities.

2. METHODS

This type of research was quantitative using a descriptive correlational approach. The population in this study were students majoring in Early Childhood Teacher Education (PG-PAUD) class of 2019 with a total of 155 students attending lectures in the academic year of July-December 2021. The

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sampling technique used was total sampling, so the number of samples in the study was 155 students. The instruments used in this research included students' learning satisfaction questionnaire (Y) and students' learning motivation questionnaire (X). Furthermore, another supportive instrument used in this study was the Likert scale model with five alternative answers, namely strongly agree, agree, quite agree, disagree and disagree.

The validity testing of the instrument for learning motivation and students' satisfaction was conducted by using the product moment correlation technique. The result of the validity test for the learning motivation instrument was 0.451 and the validity score for the students' satisfaction instrument was 0.634. Furthermore, the reliability of the instruments was examined by the Alpha Cronbach technique. The result of the reliability test of the learning motivation instrument was 0.768 and the result of the reliability test for the students' satisfaction instrument was 0.798. Based on the results of the validity and reliability tests above, it was concluded that the instruments were feasible to be used in this research. Furthermore, the data analysis was performed by descriptive analysis and simple regression analysis with the aim of getting more and more detailed information.

3. FINDINGS AND DISCUSSION

As a students' learning driver, motivation is very influential in helping students engage in the classroom activities. Motivation as an internal process of the students can guide, activate, and also maintain their behavior on an ongoing basis (Palittin et al., 2019). From the data obtained in this study, students' learning motivation and satisfaction are still under the expectations. To see the more detailed descriptions, the following data sheds light on the information regarding the condition of students' moderate and low motivation as well as learning satisfaction.

3.1. Descriptive Analysis of Students' Learning Motivation

The results of descriptive statistical analysis about students' learning motivation are displayed in Table 1.

Table 1. Students' Learning Motivation

Categories of Learning Motivation	f	%
High	22	14.19
Medium	86	55.48
Low	47	30.32
Total	155	100

The results of the data analysis above show that the level of students' motivation in attending lectures is mostly in the medium category with a percentage of 55.48%. Then, this table also demonstrates that 30.32% of the students' motivation is in the low category, and a small proportion of students who had learning motivation are in the high category with a percentage of 14. ,19%. This implies that students' willingness to learn is very low. This condition happened because of the shift of learning mode, from online to offline. The reality shows that the world of education is currently experiencing serious problems which are very complicated. Problems become obstacles that hinder the smooth teaching and learning process in Indonesian schools. The form of the problem often appears in various ways. Among them, lack of motivation in children in learning, low interest in learning, and so on (Hutauruk & Sidabutar, 2020; Fikri et al., 2021). The existence of these problems shows that the

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learning process teaching is not meaningful for students. That attitude also shows a form of student displeasure towards learning. Many students seem to have no desire to learn (Cahyaningtyas, 2020; Fitriyani & Sari, 2020). Students are forced to undergo education at home or school even though the principle is lacking motivation to learn (Garbe et al., 2020; Guay et al., 2010). As a result, they feel unpleasant to study and this condition may impact on their learning achievement.

Motivation defined as strength, drive, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain as desired is a very significant aspect that a student must have. It is important for parents and teachers to realize their children and students' motivation as a form of parental support for the child's learning development process (Wijayanti & Fauziah, 2020; Yulianingsih et al., 2020). In general, motivation is divided into two main indicators, internal and external motivation (Dörnyei, 2009). Internal motivation refers to any personal motive that a student has to learn, while external motivation refers to any support from surroundings that triggers students to study. Furthermore, to find out information on the indicators of students' learning motivation in the research, it can be seen in the following table.

Table 2. Description of Students' Learning Motivation Indicators

No	Indicators	Number of Items	Mean	SD	Category
1	Intrinsic Motivation	11	39,26	4,411	Low
2	Extrinsic Motivation	10	37,58	5,321	Moderate
	Total	21	76,84	8,929	Moderate

In addition, following the indicators of students' learning motivation, Table 2 shows that this motivation is generally in the moderate range. According to this result, however, it can be seen that intrinsic motivation falls into the low category while extrinsic motivation is classified as medium. Looking at the quantification results, it showed that the condition of students during online learning was very pitiful since they had low intrinsic motivation which meant that they did not have personal desires to study. As a result, they did not have the willingness to fully participate in the learning process. Meanwhile, intrinsic motivation has a very influential role in determining students' learning success (Valerio, 2012). Similarly, Muhammad (2017) added that students who have high learning motivation, will always try to be better and want to always be seen as successful students in their environment. Whereas, students who do not have the motivation to learn will not show seriousness in learning, so that the learning outcomes obtained are not satisfactory. The higher the motivation to learn students, the higher the learning outcomes they get, and vice versa.

In a better way, the external factors that caused the students to engage in online learning have worked quite effectively. Students performed a medium level of external motivation as can be seen in Table 2. This fact indicated that the influence of teachers, classmates, parents, facilities positively impacted on the students' desire to learn (Reiss, 2012). To increase learning motivation according to Syamsudin (1996), what we can do is to identify some indicators in certain stages. Motivation indicator among others: 1) Duration of activity, 2) Frequency activities, 3) Persistence in the purpose of activities, 4) Fortitude, tenacity and ability to face activities and difficulties to achieve goals, 5) Devotion and sacrifice for achieving the goal, 6) The level of aspiration to be achieved by the activities carried out, 7) Level achievement qualification, 8) The direction of attitude towards the target of the activity. In conclusion, teachers need to think of strategies that can rebuild the students' motivation both intrinsically and extrinsically.

3.2. *Descriptive Analysis of Student Learning Satisfaction*

The second factor that determines the students' learning success is their learning satisfaction. Each student has their own level of satisfaction. The more aspects that fulfill the desire then the higher the level of perceived satisfaction. When students feel satisfied, it will produce a positive attitude and vice versa if students feel unsatisfied, it will cause a negative attitude that can just tell the bad or good experiences to others (Haryati, 2020). Students as school customers certainly expect high satisfaction from every service in the school that can support improvement of science and technology (Putra, 2019). The results of descriptive statistical analysis related to students' satisfaction in attending lectures during the pandemic can be seen in the table below.

Table 3. Description of Students' Learning Satisfaction

Students' Learning Satisfaction Categories	f	%
High	13	8.38
Medium	75	48.38
Low	67	43.22
Total	155	100

Based on the data analysis of students' learning satisfaction above, it was found that most of the students' learning satisfaction during the pandemic was in the moderate category with a percentage of 48.38% and the other part of students' learning satisfaction was in the low category with a percentage of 43.22%. Finally, this study also found a small portion of students' learning satisfaction, which is in the high category with a percentage of 8.38%. The results of the analysis provide information that only a few students are in the high category related to learning satisfaction. In addition, some students who are in the medium and low categories feel dissatisfied with the implementation of online learning in which they felt discouraged to participate in the learning process during the pandemic. This situation displayed a fair result since almost a half of students can still tolerate the learning condition and felt satisfied with the teaching service (Kauffman, 2015). To find out more about student learning satisfaction, it is explained as follows.

Table 4. Description of Students' Learning Satisfaction Indicators

No	Students' Learning Satisfaction Indicators	Score (%)	Categories
1	Tangible	64,86	Moderate
2	Reliability	48,57	Low
3	Responsiveness	65,89	Low
4	Assurance	64,32	Moderate
5	Empathy	54,35	Low

The results of data analysis presented in Table 4 show that almost all indicators of students' learning satisfaction are in the low category. Only two indicators are in the medium category and no indicators are in the high category. Then, the other three indicators are in the low category. This also means that many students are not satisfied with the implementation of online earning carried out by lecturers during the Covid-19 pandemic. This implies the importance of teachers' presence in the online

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learning circumstance. In an online class, the presence of the teacher has a significant effect on student learning satisfaction (Gray & DiLoreto, 2016). The presence of the teacher referred to here is not just the physical presence of the teacher, but also includes the ability of the teacher to design, organize and teach in every learning activity (Rapanta et al., 2020). Therefore, when the teacher is not fully present in class, by providing clear lesson content, easy-to-understand written instructions and relevant assignments, the students still can do the learning activity.

4. CONCLUSION

Findings of the analysis conducted in this study may reveal two main points: the students' learning satisfaction and learning motivation of the implementation of online learning during the pandemic. The description of students' learning satisfaction and learning motivation as well as issues related to the implementation of online learning during the Covid-19 pandemic has led researchers to find an essential solution for this situation. This study revealed that students demonstrated moderate levels of satisfaction and moderate levels of learning motivation. As a consequence, this low level of learning satisfaction decreased the students' motivation to attend the lecturers during the Covid-19 Pandemic. This article will serve as a consideration for lecturers in preparing and designing an effective learning process, especially for online learning. However, the current study is limited in data interpretation. Therefore, following researchers are encouraged to conduct studies in the area of students' learning satisfaction and motivation related to the implementation of online learning using more comprehensive analysis insights.

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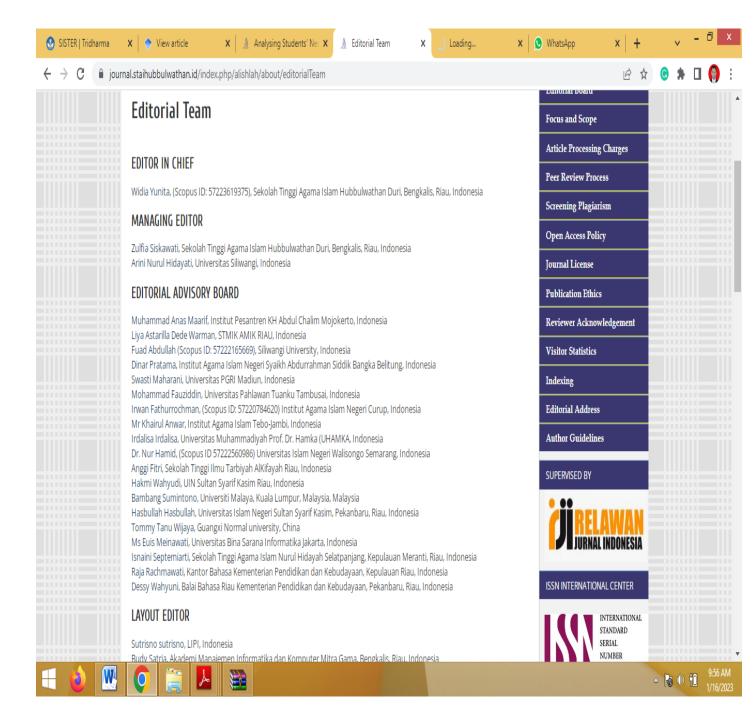*Preparation, 11*(1), 1-20.https://files.eric.ed.gov/fulltext/EJ1103654.pdf

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Abstract

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Keywords

student satisfaction level, learning motivation, Covid-19 pandemic

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