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Student Satisfaction To Online Learning On Islamic Higher Education In Indonesia During Second Wave Covid-19

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Abstracts. This study aims to determine student satisfaction with online learning at UIN Raden Mas Said Surakarta Indonesia. In this case the researcher developed new variables that were associated with student satisfaction in online learning, such as student commitment, student independence, parent supports, main source of supports of online learning, student readiness, creative and innovative teaching, effectiveness and behavior intention. The methodology used is a quantitative research method, the measuring and analysis using the smart-PLS application. The population in this study were all students who were in the faculty of education at UIN RMS Surakarta. The results of this study stated that there were 412 respondents who filled out the questionnaire. After being processed using smart-PLS there are three accepted variables, first, effectiveness has a significant impact on student satisfaction in online learning, second, student commitment has a significant impact on student satisfaction in online learning, third, student satisfaction has a significant impact on behavior intention students in online learning.
Keywords: student satisfaction, learning online, commitment, effectiviness, intensity.

1. Introduction

The year 2020-2021 is a scary year for the world's health. However, the impact does not just stop there, but the economic and education sectors also have an equally serious impact. In early 2020 until now, almost the whole world has implemented distance learning or online learning. This is very clear to avoid the impact of Covid-19 transmission. Unpreparedness in the early days of the pandemic for online learning must be faced in almost all countries. A study found that higher education in Romania is particularly unprepared for online learning and that technical problems are the most important, followed by the lack of technical skills of teachers and their teaching styles which are not well adapted to the online environment (Coman et al., 2020). Another study revealed that facility readiness

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has a significant effect on student satisfaction (Kumar, 2021). In addition, other countries have shown increased stress and anxiety due to the Covid-19 outbreak. Several stressors were identified that contribute to the increased levels of stress, anxiety, depressive thoughts, and difficulty concentrating among students (Son C et al., 2020).

Research results in developed countries such as France and South Korea stated that the majority of French students expressed a preference for classroom teaching compared to online teaching, while Korean students' preferences were more balanced. On average, Korean students expressed higher satisfaction with online teaching compared to French students (Jung & Vranceanu, 2020).

In the past, online learning was only used for coursework, meaning that it was not fully carried out on a regular basis. In this case we can mention like Alison, Canvas Network, Coursera, iCourse, EdX, etc (UNESCO, 2020), where they all provide online courses with very interesting programs. The duration of time and continuity of learning are the impacts that differentiate between ongoing online learning and courses. It is undeniable that the research results show that online learning in these courses has a very significant impact.

Covid-19 has been going on for more than a year. The unavoidable impact is distance learning/online learning. Distance learning also provides opportunities to experiment with alternative teaching methods, tools and assessments (Alolaywi, 2021). Even more interesting, it was found that the WhatsApp Group platform became the most effective learning medium at the beginning of the pandemic Covid-19 (Wargadinata et al., 2020). In order to follow up online learning, practitioners in the field of education do not stop to be creative and innovate so that the learning created can make students understand and be satisfied with the learning held. One of the learning objectives is to make students satisfied with the learning process. There are quite a number of studies that reveal the relationship of student satisfaction with various other factors. In general, student satisfaction is influenced by perceived benefits, perceived pleasure, and effectiveness of multimedia content (Levent et al., 2013).

Information quality and self-efficacy have a significant influence on student satisfaction in online learning (Machado-Da-Silva et al., 2014) including self-efficacy (Alzahrani & Seth, 2021). In addition, providing motivation in online learning is the most important dimension as well as having a significant impact on student satisfaction (Kirmizi, 2015; Hermida, 2020; Hariyati et al., 2021) at the undergraduate level and postgraduate studies in Bangladesh (Rahman et al., 2021).

Communication and flexibility are also a very decisive part of student satisfaction in the online learning (Elshami et al., 2021). The level of effort made by the instructor, agreement on the appropriateness of the customized assessment method, and the perception of well-delivered online learning proved to be very important in determining satisfaction scores (Ho et al., 2021). The results showed that the important factors in ensuring online learning satisfaction were the role of the instructor in providing online media training and the strength of peer interaction (Thach et al., 2021; Ngo et al., 2021; Nambiar, 2020; Nasir, 2020). This further confirms that technical readiness and interaction in online learning really determines the level of student satisfaction. The higher the level of satisfaction felt by students, the positive impact on student performance (Gopal et al., 2021) and further student achievement will increase (Basith et al., 2020). This becomes a very important foundation where student satisfaction leads to good and maximum academic results.

Regarding satisfaction and online learning, basically a lot of research has been done as described above, but in this case we / researchers try to develop other variables that are possible from various discussions in Indonesia that have an impact on online learning (Rohmah, 2020). The rest of the new variables that the researcher presents with the reason that these variables have never been associated with satisfaction and they are basically within students and very close to their scope, such as student commitment to learning, independence, parental support, the main source of support for online learning, student readiness, creative-innovative teaching, effectiveness and intensity of behavior.

Some of these things are very important to be investigated further with the aim of revealing the closest variables so that future learning can be managed properly. The various studies above are also mostly carried out in the early 2020-2021 so they are still included in the category at the beginning of an online learning experiment, while this research is in the mid-2021 quarter where online learning has become a new habit in educational institutions. Satisfaction is also a very important part where the measurement is based on students who in this case are the main actors who receive treatment from the

online learning organization. With this research, the evaluation of online learning in an educational institution can be improved maximally.

2. Methods

The methodology used is a quantitative research method. While the calculation and analysis using the smart PLS application. The population in this study were all students who were majoring in education at UIN RMS Surakarta Indonesia. In the questionnaire, there are 58 statements that are randomly distributed through the google-form application.

The hypothesis in this study is as follows:

H1. Parent support of online learning at home significantly influences on students satisfaction.
H2. Effectiveness of online learning at home significantly influences on students satisfaction.
H3. Student independence of online learning at home significantly influences on students satisfaction.
H4. Student satisfaction significantly influences on students intention of online learning.
H5. Student learning readiness of online learning at home significantly influences on students satisfaction.
H6. Commitment of online learning at home significantly influences on students satisfaction.
H7. Innovative-Creative teaching of online learning at home significantly influences on students satisfaction.
H8. Main source of supports for online learning at home significantly influences on students satisfaction.

3. Results

Table 1: Respondent Demographics

Respondent	**412**		
Gender	77,7% Female 22,3% Male		
Department	PAI, PBI, PGMI, TBI		
Semester	Semester 2 : 44% Semester 4 : 21,2% Semester 6 : 34,1% Semester 8 : 0,7%		
City	1. Sukoharjo 2. Klaten 3. Sragen 4. Wonogiri 5. Boyolali 6. Karanganyar 7. Ngawi 8. Magetan 9. Pati 10. Cilacap 11. Grobogan 12. Temanggung	13. Madiun 14. Tuban 15. Jepara 16. Blora 17. Pacitan 18. Magelang 19. Wonosobo 20. Lamongan 21. Sleman 22. Gunungkidul 23. Padangsimpuan 24. Banjarnegara	25. Kuantan Singgigi 26. Jakarta 27. Kebumen 28. Pulo Gebang 29. Lumajang 30. Brebes 31. Gresik 32. Bangkalan 33. Rantauprapat Sumut 34. Jember
Internet Access	Wi-Fi : 16,5 % Pulse : 83,5 %		
Platform	Zoom : 7% Gmeet : 82,6% Wa Group : 94,1 % Youtube : 14,2% Instagram : 3,4% Google Clasroom : 22,8% Blogspot : 3,8% College Platform : 15,6%		

a. Measurement model evaluation

In the data analysis process, to meet the reliability and validity of the data, indicators that have a factor loading ≤ 0.7 must be eliminated from the model. Calculation and non-parametric testing with all indicators that have a factor loading ≥ 0.7. The analysis in Cronbach's α (≥ 0.7), Composite Reliability (≥ 0.7), AVE (≥ 0.5) for assess convergent validity (Hair et al., 2019). collinearity testing was carried out by looking at the value of the variance inflation factor (VIF), Burns and Burns (2008) stated that there was collinearity if the VIF number 10.0, but (Heir et al., 2014) recommends a maximum cut off value of 5.0. The results of the reliability, validity and collinearity tests are presented in the following table:

Table 2: Measurement Model & VIF

Variables (code)	Indicator	**Outer Loading**	**CA**	**CR**	**AVE**	**VIF**
Commitment			0.815	0.877	0.642	
X2	Students maximize themselves taking online learning.	0.787				1.656
X3	Students read the material that has been given by the Lecturer.	0.839				1.905
X4	Students read, and re-understand the material that has been delivered.	0.840				1.838
X6	Students actively confirm that they are on a path that is truly seeking knowledge.	0.734				1.553
Independence			0.790	0.864	0.614	
X9	Students actively seek primary reading sources for ongoing courses without being asked.	0.814				1.867
X10	Students actively seek secondary/additional reading sources.	0.803				1.886
X11	Students actively re-understand the lecture material until they understand.	0.799				1.579
X12	Students try to activate the classroom atmosphere by asking and giving opinions.	0.713				1.306
Parent Support			0.807	0.865	0.563	
X13	Parents fully support their children's study schedule outside of online learning.	0.723				1.551
X14	Parents do not order / give work as long as their children are taking online learning.	0.705				1.492
X15	Parents actively remind their children to take online learning.	0.820				1.889
X17	Parents actively ask about all the needs of online learning, especially to support online learning.	0.759				1.732
X18	Parents never blame anything related to student online learning.	0.740				1.523
Main source of Support			0.758	0.892	0.805	
X23	Students actively visit campus online libraries, national libraries or other online libraries.	0.899				1.593
X24	Students exchange books/e-books/journals with other students.	0.895				1.593

Learning Readiness			0.801	0.870	0.627	
X25	Students prepare themselves before online learning begins.	0.768				1.547
X26	Students actively read the material before the lecture starts.	0.846				1.921
X27	Students actively seek and prepare references that have been suggested by the lecturer.	0.817				1.820
X29	Students actively discuss material with friends outside the class schedule.	0.731				1.421
Innovative and Creative Teaching			0.899	0.922	0.663	
X31	Lecturers (in general) determine online media (Zoom, G-Meet, Whatsapp group, etc.) by deliberation.	0.727				1.890
X32	Lecturers (in general) actively use various platforms for online learning media.	0.840				2.411
X33	Lecturers (in general) provide material in the form of Power-points/Material Modules/Blogs/Journals/E-books (minimum 4).	0.769				2.095
X34	Lecturers (in general) are active in providing contextual discourse of the material being taught.	0.859				2.800
X35	Lecturers (in general) not only deliver material but also sometimes give quizzes, or motivation to lighten up the class atmosphere.	0.851				2.517
X36	Lecturers (in general) actively give ice-breaking in various ways.	0.830				2.347
Effectiveness			0.875	0.909	0.667	
X37	Online learning teachs students to be more independent in managing time and studying.	0.769				1.814
X38	Online learning makes students more active in expressing their opinions.	0.858				2.858
X39	Online learning makes students learn not to be ashamed when they have an opinion.	0.848				2.719
X40	Online learning makes time to study science more unlimited.	0.824				2.214
X41	Online lectures make all college activities and home activities more organized and scheduled maximally.	0.780				1.851
Satisfaction			0.820	0.893	0.736	
Y1	Online learning makes students more qualified in terms of academics.	0.883				2.412
Y2	Online learning makes students more qualified from the professional side.	0.872				2.301
Y8	I would recommend to anyone how good the quality of online learning is.	0.817				1.494
Behavioral Intentions			0.929	0.943	0.701	

Y9	Online learning is the right answer for a better education now and in the future for me.	0.788				2.374
Y11	I tell other people/society that I get a lot of knowledge development from online learning.	0.823				2.394
Y12	I tell other people/society that I enjoy online learning.	0.853				2.914
Y13	I tell other people/society that online learning makes me more independent.	0.811				2.576
Y14	I will recommend to the public that online learning is good and fun to learn.	0.870				3.392
Y15	I will recommend to the public that online learning makes them creative in learning.	0.863				3.366
Y16	I will recommend to the public that online learning improves and broaden the horizons of thinking.	0.848				3.031

Note: Unqualified variables have been excluded from model CR & Cronbach **α** ≤ 0.7, AVE ≤ 0.5,and VIF ≥ 5.0

b. Structural model evaluation

Once the convergent validity assessed, the discriminant validity has to assess for the confirmation that the all the constructs of model has different concept. Instead of suggested technique of Fornell and Larcker (1981) the research used the heterotrait-monotrait ratio of correlations (HTMT) as suggested by the researchers (Hair et al., 2017; Henseler et al., 2015).

Table 3: Discriminant validity.

	PS	BI	Eff	Ind	Sat	LLR	Com	ICT	MSS
PS	**0.751**								
BI	0.313	**0.837**							
Eff	0.438	0.613	**0.817**						
Ind	0.346	0.352	0.463	**0.784**					
Sat	0.316	0.731	0.639	0.367	**0.858**				
LR	0.418	0.444	0.548	0.701	0.440	**0.792**			
Com	0.390	0.349	0.483	0.730	0.432	0.640	**0.801**		
ICT	0.338	0.331	0.507	0.468	0.352	0.590	0.454	**0.814**	
MSS	0.367	0.322	0.362	0.452	0.312	0.548	0.466	0.356	**0.897**

c. Predictive Accuracy and Relevancy

We use predictive accuracy and relevancy, to see how independent variables influence its dependent variables. To determine the predicted level of the variable, the R^2 and Q^2 values must be measured. In order to find the Q^2 value on Smart PLS, it is necessary to take additional steps by using Blindfolding calculations (Q^2 = 1-SSE / SSO). Variables that have R^2 0.75, 0.50 and 0.25 have substantial (high), moderate, and weak degrees of analysis, while variables that have a Q^2 value greater than 0, 0.25, and 0.50 depict small, medium and large (Hair et al., 2019).

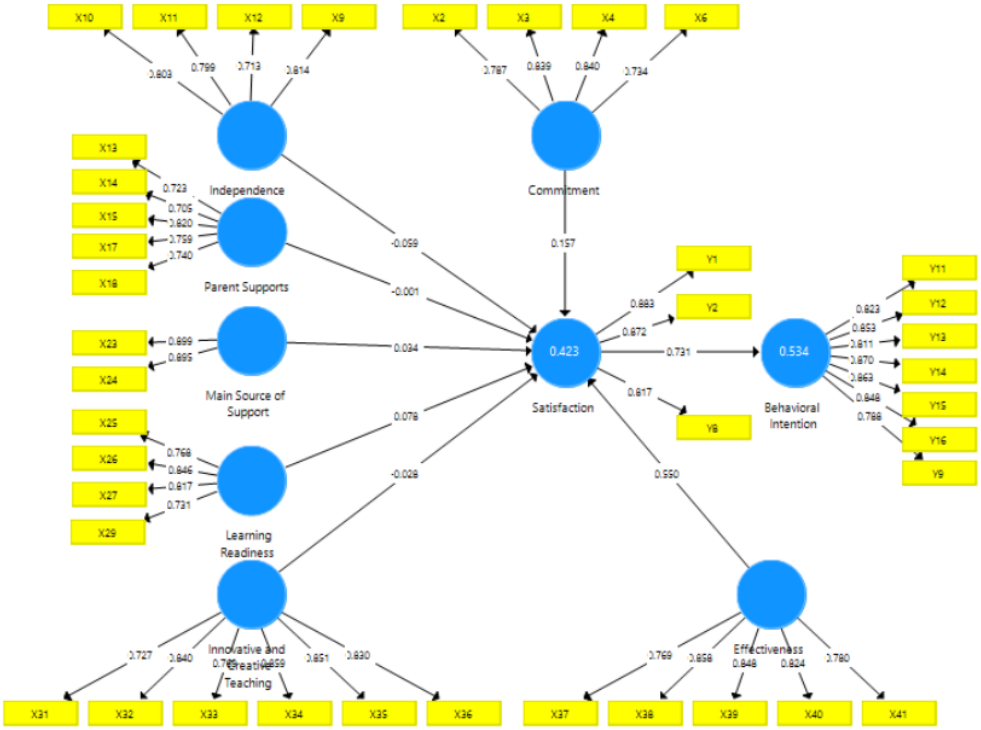

Figure 1: Structural model with adjusted R^2 Values

Table 4: Predictive Accuracy and Relevancy

Variables (code)	R^2	R^2 Adjusted	Q^2	Effect Size	Predictive Accuracy
Satisfaction (Sat)	0.433	0.423	0.301	Weak	Medium
Behavioral Intention (BI)	0.535	0.534	0.369	Moderate	Medium

Table 5: Hypothesis Testing

Path	SD	T-Statistics	P-Values	Decision
Parent Supports-Satisfation	0.051	0.029	0.977	Rejected
Effectiveness – Satisfaction	0.056	9.828	0.000**	Accepted
Independence – Satisfaction	0.068	0.875	0.382	Rejected
Satisfaction – Behavioral Intention	0.031	23.797	0.000**	Accepted
Learning Readiness – Satisfaction	0.074	1.050	0.294	Rejected
Commitment – Satisfaction	0.065	2.414	0.016**	Accepted
Innovative and Creative Teaching-Satisfaction	0.057	0.491	0.623	Rejected
Main Source of Support- Satisfaction	0.053	0.642	0.521	Rejected

Note(s): **p<0.05;**p<0.01*

d. Importance-Performance Matrix Analysis (IPMA)

IPMA is to identify the factor that has significant importance for the particular target construct development, with the comparison of low performance (Martilla & James, 1977). We feel it is necessary to present the most influential factors, considering that this research was conducted during the Covid-19 pandemic. Effectiveness (EFF) is the variable that has the most influence on Satisfaction (Sat) compared to other variables (Commitment, Independence, Innovative and Creative Teaching, Learning Readiness, Main Source of Supports, & Parent Supports). Furthermore, Satisfaction is the

most influential variable on Behavioral Intention (BI), compared to other variables in the Table 4 & 5 model, showing the results of IPMA testing on Satisfaction (Sat) and Behavioral Intention (BI).

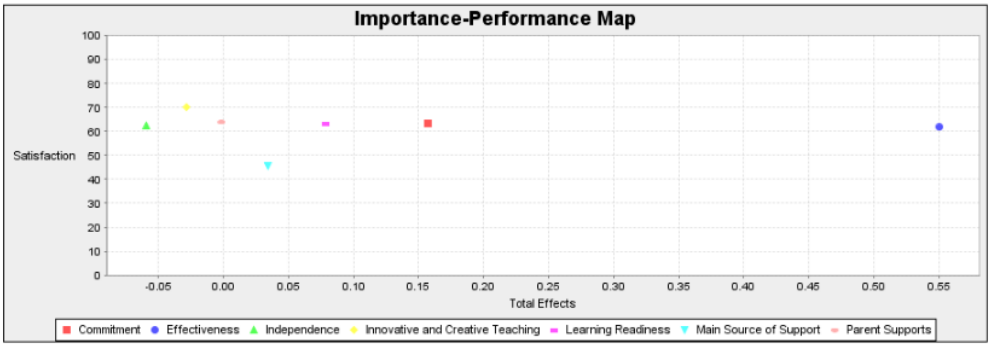

Figure 4: IPMA Satisfaction (Standardized Effect)

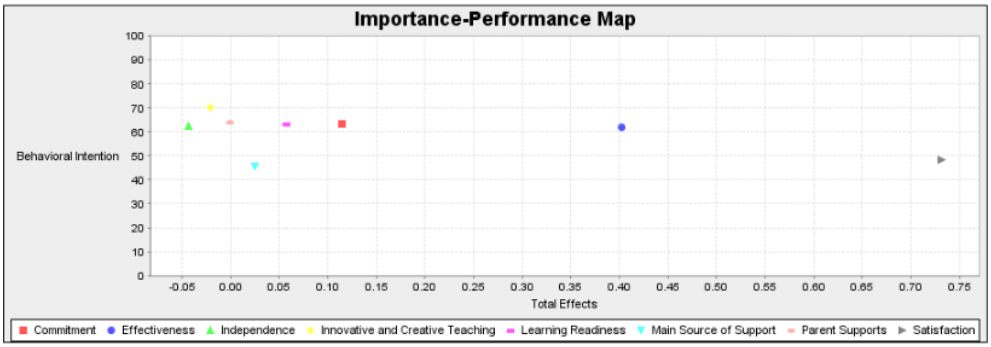

Figure 5: IPMA Behavioral Intention (Standardized Effect)

IPMA is to identify the factor that has significant importance for the particular target construct development, with the comparison of low performance (Fornell et al., 1994; Martilla & James, 1977; Slack, 1994). We feel it is necessary to present the most influential factors, considering that this research was conducted during the Covid-19 pandemic. Figures 4 and 5 respectively show IPMA for Satisfaction and Behavior Intention.

4. Discussions

The results of this study stated that there were 412 respondents who had filled out the questionnaire. From these results, it is known that there are three variables that have a significant impact, namely student commitment, learning effectiveness, and the relationship between satisfaction and the intensity of student behavior that takes place in the online learning.

When examined one by one and in more depth, commitment is one of the internal variables that exist in each student which, when associated with online learning, refers to the responsibility of students in taking the lectures. Several things that affect commitment are the level of self-awareness, student personality and student performance (Anghelache, 2013). There are three levels of commitment, namely low, moderate and high (Glickman, 2002). From the results above, it appears that the various challenges that exist in online learning they face ready and with maximum responsibility so that they feel satisfied with online learning which is taking place for one year. The results of this study differ from the framework which states that satisfaction has an impact on commitment (Ranadewa et al., 2021), where commitment should be a variable that has an impact on satisfaction. As the research results reveal that the commitment of lecturers in teaching has a significant impact on student satisfaction (Sopiah & Etta, 2019).

In addition, the effectiveness factor itself is a factor that is on the external side but once it becomes the closest part to the impact that students receive when using online learning effectively and efficiently. In terms of time management, regularity, leeway in time so that they are more able to develop other more useful potentials such as increasing portions for reading books, doing assignments on time, and making online learning a place to train and improve mentally during discussions. that is by forcing yourself to always ask and have an opinion. In the pre-covid-19 period, a study released that the effectiveness of online learning basically had the same impact as traditional learning or classroom learning as in general (Nguyen, 2015). Even though the results are the same, online learning cannot completely replace traditional learning (Hussain et al., 2020).

Meanwhile, A research result found that there was a positive impact of effective teaching strategies on producing good and fast learning outcomes (Raba, 2017). Furthermore, effectiveness here basically emphasizes online learning as a whole with everything that is received and done when students use online learning. As research results in high schools in Romania confirm that students react differently to online education, and their reactions are based on their proficiency in using online tools, their ability to technically access online courses, and the way instructors conduct learning activities (Butnaru et al., 2021).

While the last factor is student satisfaction where this leads to the intensity of student behavior in using online learning both now and in the future. Satisfaction that leads to this intensity also refers to learning outcomes that make them more qualified academically and professionally. Thus, it is undeniable that in particular, respondents or students expressed satisfaction when it was associated with the use of online learning in the present and in the future.

As for other variables which were rejected in this study, this indicates that the online learning journey provides different dynamics. However, this research has provided a maximum and comprehensive picture after educational institutions hold online learning on an ongoing basis and students have been able to feel the various challenges that exist in taking online learning.

5. Conclusions and Recommendation

The results of this study indicate that, first, parent supports does not significantly impact on student satisfaction in online learning, second, effectiveness has a significant impact on student satisfaction in online learning, third, independence does not significantly impact on student satisfaction in online learning, fourth, student learning readiness does not significantly impact on student satisfaction in online learning, fifth, student commitment has a significant impact on student satisfaction in online learning, sixth, creative and innovative teaching does not significantly impact student satisfaction in online learning, seventh, main source of supports learning does not significantly impact on student satisfaction in online learning, eighth, student satisfaction has an impact on the intensity of student behavior in online learning.

This research provides a complete picture where the online learning process has been carried out continuously and optimally. In addition, it also reveals new variables that have been proposed in this study. The shortcoming in this research is that it does not directly link the Covid-19 pandemic conditions that take place in research settings which are likely to have different impacts. The next research recommendation should focus more on exploring and elaborating various factors that have a significant impact. This will reveal a mediator that functions to strengthen the variables of commitment, effectiveness and satisfaction itself.

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